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A pilot project was conducted to determine if there was evidence to support an experimental program for comparison with the current, conventional programs of 9th grade social studies in the East Lansing, Michigan schools. The experimental program was one in which students were introduced into the world of work and spheres of the citizen within the broad context of "man and society" by use of a comparative cultures approach. Forty-four students were subjected to the experimental program and 50 to the conventional program. Pre-post measures of attitudes considered basic to citizenship behavior and several other instruments were administered to both groups. Data indicated relevant attitudinal change for both experimental and conventional programs. Data from a social distance scale favored the experimental with respect to increased acceptance of racial and nationality groups. Tests of student self-concept of academic ability and self-identity indicated no differential effectiveness. Subjective student judgments indicated the experimental program was more interesting. The results of the pilot study were considered sufficiently promising to warrant the recommendation that a more comprehensive study be initiated. (MM)

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FINAL REPORT
Project No. S-302
Grant No. S-149-65

TEACHING VOCATIONAL AND CITIZENSHIP EDUCATION IN SOCIAL STUDIES

December 1967

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Final Report

Project No. S-302
Grant No. S-149-65

Teaching Vocational and Citizenship Education in Social Studies

2 Kay M. Howell, Investigator
Wilbur B. Brookover, Sponsor

Michigan State University
East Lansing, Michigan
December 1967

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TABLE OF CONTENTS

Section Page

SUMMARY iv

INTRODUCTION 1

- The Problem 1
- Background for the Study 3

METHODS 4

- Research Design 5
- Population and Samples 6
- Independent Variables 8
- Independent Variables: Experimental Program 10
- Independent Variables: Conventional Program 16
- Dependent Variables 22

RESULTS 25

- Changes in Opinions and Attitudes 26

CONCLUSIONS AND RECOMMENDATIONS 44

FOOTNOTES 47

LIST OF CITATIONS AND SELECTED BIBLIOGRAPHY 50

APPENDICES 54

LIST OF TABLES

Table Page

1. Comparison of Selected Abilities of Experimental and Conventional Groups 9

2. Changes in Opinions and Attitudes of Students in the Experimental and Conventional Groups: Pre- and Post-treatment Mean Values 27

3. Changes in Opinions and Attitudes of Students in the Experimental and Conventional Groups 30

4. Changes in Social Distance Scores of Students in the Experimental and Conventional Groups 34

5. Changes in the Self-concept of Academic Ability of Students in the Experimental and Conventional groups 36

6. Changes in Social Studies Test Scores of Students in the Experimental and Conventional Groups 37

7. Changes in the Occupational Aspiration Scores of Students in the Experimental and Conventional Groups 38

8. The Twenty-Statements Problem: Modal Category Percentages for Students in the Experimental and Conventional Groups 39

9. Student Evaluation of 9th Grade Social Studies: Experimental and Conventional Groups Compared 41

10. Rank Assigned to Social Studies When Compared With English, Mathematics, and Science by Students in the Experimental and Conventional Groups 44

M-1. Changes in Opinions and Attitudes of Students in the Experimental and Conventional Groups: Tests of Significance 124M

LIST OF APPENDICES

Appendix Page*

A. Project Proposal 55A

B. Resources Used in Developing and Teaching the Experimental Program 64B

C. "Pictures in the Mind" 69C

D. Summary Statement of Purposes and Objectives of Social Studies 5, Lansing Public Schools 74D

E. Summary Statement of Purposes and Objectives of Social Studies 6, Lansing Public Schools 78E

F. Questionnaire on Social Questions 81F

G. Scoring of Questionnaire on Social Questions 91G

H. Bogardus Social Distance Scale 101H

I. Student Evaluation Questionnaire 102I

J. Social Studies Test 108J

K. Student Questionnaire (Twenty Statements Problem and Self-Concept Scale) 112K

L. Opinion Questionnaire on Jobs. 118L

M. Changes of Opinions and Attitudes of Students in the Experimental and Conventional Groups: Tests of Significance 122M

* Added to each page number in the appendix section is a capital letter which identifies the appendix of which the page is a part. For example, -57A- identifies page 57 as part of Appendix A, etc.

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This final report was a collaborative effort with Dr. John C. Howell. It is our hope that it fulfills the expectations of our many collaborators and justifies their investment in this endeavor.

KMH

SUMMARY

This pilot project was concerned with vocational and citizen education in 9th grade social studies in the public schools of Lansing, Michigan. Its objectives included: the development of curricular materials designed to provide students with a basic understanding of the nature of human society as a framework for considering the work and citizen roles, the use of such materials and varied pedagogical techniques to bring about change in social attitudes basic to effective citizenship, and the comparison of the current, conventional program to that of the experimental one in order to ascertain any differential merits.

As a pilot study, this research sought ultimately to determine whether there was sufficient evidence in support of the experimental program to justify carrying out a more rigorous and comprehensive study regarding comparative effectiveness. The experimental program developed was one in which students were introduced to the world of work and the spheres of the citizen within the broad context of "man and society." The work role and the citizen role were presented as parts of a universal and collective response of man to shared problems. Key concepts such as culture, group, and role were developed as students examined several societies, culminating with U.S. society. Called a "comparative cultures approach," this orientation focused upon social problems shared by all men and upon how socio-cultural factors give rise to similar and dissimilar solutions.

The research design of the study was one in which the experimental program developed and the conventional program currently employed in 9th grade social studies were treated as independent variables. The primary dependent variable was a set of attitudes considered basic to citizenship behavior. Several other instruments were adapted and/or developed to provide either additional measures pertinent to some notions derivable from the research rationale or information more generally useful to the teachers and researchers.

The study was carried out during the 1965-66 school year. Forty-four students were subjected to the experimental program, 50 to the conventional (traditional) program. Interpretation of the findings of the study focused upon the consistency in the direction of the evidence provided by the several instruments employed.

The data yielded by those scales designed to measure attitudinal change pertinent to citizenship behavior gave evidence of relevance of both the experimental and conventional programs to this dimension. While certain internal variations on several of these scales posed questions as to the comparative effectiveness of the two programs, results were interpreted to be of sufficient significance to provide support for the argument that a more comprehensive and rigorously executed investigation, following the leads of the pilot study, was justified. Added

weight to this tentative conclusion was provided by data from a social distance scale. This evidence favored the experimental over the conventional program with respect to increased acceptance of racial and nationality groups.

Two sets of data were collected which did not directly bear upon the assessment of the comparative effectiveness of the two programs but which were obtained for other reasons. The instruments employed in these cases included a social studies test and an occupational aspiration scale. Two other measures thought possibly of relevance to the variables of the study were employed: one dealt with the student's self-concept of academic ability, the other with self-identity. In the case of the latter two instruments data provided by them gave no confirming evidence suggesting any differential effectiveness between the experimental and conventional programs.

In several different ways the students evaluated the programs. These subjective judgments clearly indicated that the experimental program was the more interesting if not the more rewarding. In addition, the students, for the most part, indicated they felt that the experimental program was more successful in achieving specified goals in 9th grade social studies. On these and other bases it was concluded that the experimental program was attractive to students with talents and interests covering the spectrum characteristic of average 9th grade social studies class; i.e., the experimental curriculum seemed to be appropriate to a mixed class composed of students of varying achievement and learning rates. All in all, the results of the pilot study were considered sufficiently promising to warrant the recommendation that a more comprehensive study be initiated.

INTRODUCTION

In the Fall of 1967 approximately 2,100 students were enrolled in 9th grade social studies in the public schools of Lansing, Michigan. Spanning the entire year and required of all students, the framework of this offering was developed by a teacher's committee and distributed to teachers with the approval of the Lansing Board of Education. As described in the Curriculum Guide: Junior High School Social Studies (14), this course deals with vocational guidance and citizen education with the broad goal of assisting youth to become active and effective members of society. The guidance emphasis involves psychological testing, and studies of particular occupations approached in the ways conventionally employed in vocational guidance. In the case of civics, the emphasis is upon study of the structural aspects of local, state, and federal government.[1]

The Curriculum Guide describes a 9th grade social studies program that would strike a familiar cord among teachers throughout the country. Its similarity with other programs reflects the fact that secondary schools have long recognized and accepted their responsibilities in the general areas of vocational guidance and citizen education and have developed offerings accordingly, However, recent interest in these fields has greatly increased, and new perspectives are being brought to bear upon these areas. One such effort is presented in this report.

The Problem

Educators are expressing increasing concern as to the adequacy of conventional approaches to vocational guidance and citizen education in the public schools of today. This concern finds its expression at all levels--local, state, and national. Issues which are presented in this context can be related to two fundamental questions: does not the rapidly changing nature of American society require new approaches to vocational and citizen education, and cannot the social sciences effectively play a greater part in such approaches? These are important questions, for while it is one thing to observe that student response to the traditional social studies courses generally is, at best, less than enthusiastic, it is another thing to assert that this lack of response is related to educators' failure to devise alternative approaches, employing new methods, drawn from a variety of fields which more adequately reflect the realities of contemporary society, and which better meet student needs.

It is fortunate that the Lansing Public Schools place curriculum within the context of "process." This is to say that the concept of curriculum is viewed as dynamic, one in which content and pedagogical methods are to be viewed as always open to examination and modification. Not the least important reason for holding to this concept of flux is the recognition of the responsibility of the school system to ever press for new ways in which to more effectively provide for educational experiences relevant to the changing nature of our society and to develop more appropriate instructional approaches to this end. It is this experimental posture that has made the effort reported herein possible. Specifically, we are reporting the results of a pilot project designed to evaluate the effectiveness of an alternative approach to the broad objectives relating to vocational and citizenship education with which 9th grade social studies in the public schools of Lansing, Michigan is concerned. This pilot study has as its three major concerns: the development and use of instructional content to provide students with a basic understanding of the nature of human society as a framework for considering the work and citizen roles, the use of such instructional content and varied pedagogical techniques in order to bring about change in social attitudes basic to effective citizenship, and the comparison of the current, conventional approach to that of the experimental one in order to ascertain any differential merits. In stating these objectives it is appropriate to emphasize that this investigation constitutes a pilot study. Thus, we underscore the modest purpose of the research: namely, to collect and analyze data that will provide a basis for ascertaining whether or not a more comprehensive study should be carried out. The researchers, of course, accept this responsibility of bringing to the design and execution of their study that degree of rigor necessary for this purpose within the limits of support available.

Of course the research reported in this study was conceived on the basis of certain premises. The researchers felt that current vocational and citizenship education generally suffers from a lag with respect to the realities of contemporary society. This lag is believed to be attributable to the phenomenal acceleration in the complexity of society and in the kaleidoscopic array of social problems which seem to be of ever-pressing intensity. Another belief held, while not directly examined in this study, was that current, conventional approaches may be having limited impact upon the future behavior of students as they actually approach and become parts of the worlds of work and citizenship. And perhaps the most fundamental premise of this study was that the postulated inadequacies of conventional approaches to vocational and citizenship education are due to the lack of an integrated framework and a socially meaningful perspective necessary for most effectively approaching these areas.

Thus, the fundamental objective of the research reported herein was to develop and test one framework which would provide both integration and relevancy and to demonstrate that such an orientation would do, overall, a more effective job with respect to achieving objectives of 9th grade social studies in the Lansing Public Schools. The approach developed and implemented was one in which the individual students see the world of work and the spheres of the citizen within the broad context of "man in society." In such a perspective the work role and the citizen role are presented as parts of a universal and collective response of man to shared problems. This general framework was illuminated by a more detailed understanding of such central concepts as culture, group, and role within the context of the study of several societies, culminating with some examination of our own society. This employment of what is called here a "comparative cultures approach" is one of the major innovations of the experimental program. The approach focuses attention upon the universal problems shared by all men and how socio-cultural factors give rise to similar and dissimilar solutions to these problems. At the same time the comparative approach permits identification and analysis of those problems which are more or less unique to a given society. The approach was employed on the assumption that it would be most likely to stimulate students to examine what they believe about social man and human society, why they believe what they do, and what the consequences of these beliefs are--for themselves and for their society. Underlying this assumption was the conviction that students' examination, at least initially, of the nature of other societies might lead to a more adequate and objective consideration of their own. This is to say that it was believed that students in general, because they are so enmeshed in their own culture, find it hard to achieve the detachment required to adequately understand the nature of their own society and their roles therein. To identify general problems in other societies, to develop the analytical tools necessary to understand those problems, and to analyze those problems with such tools was considered to be an excellent way of preparing for an examination of their own society.

Finally, it was thought that the experimental course would constitute an appropriate foundation for students in future social studies courses. In addition it was believed that it would provide a social science vantage point from which subject matter in several other curricular areas could be fruitfully viewed.

Background For The Study

A review of innovations and experimentation in the areas of vocational and citizenship education may be found in Brubaker (9). Over the last decade much discussion has developed and numerous comments and recommendations have been made about what should be done in social studies; however, to our knowledge no other controlled research of a similar sort has been carried out. With respect to the study reported herein some general background information is of relevance. During the 1963-64 academic school year, Kay M. Howell, then a 9th grade social studies teacher at Pattengill Junior High School, Lansing, Michigan, was granted permission to explore with students in three classes some new ideas which involved the introduction of social science concepts and materials in the teaching of vocational and citizenship education. This was a very limited effort dealing with selected facets of the 9th grade social studies program as defined by the Curriculum Guide. The students and parent response to this initial effort was sufficiently positive to lead Mrs. Howell to explore the feasibility of a pilot study based upon a more rigorously conceived experimental program. This possibility was explored with Dr. Wilbur Brookover, then Director of the Michigan State University Social Science Teaching Institute, Mr. Gary Fisher, Principal of Pattengill Junior High School, and Mr. Robert Chamberlain, then Director of Secondary Curriculum of the Lansing Public Schools. The idea of a pilot study was positively received by the latter three persons and the first phase of the endeavor, that dealing with the design of curriculum and the development of instructional materials, was initiated through a modest grant from the Social Science Education Consortium of Midwest Universities and by the Michigan State University Social Science Teaching Institute. At the same time a grant request was submitted to the U.S. Office of Education for support of the pilot project during the 1964-65 year. At that time the U.S. Office of Education replied that due to prior commitments they would be unable to fund the project for that year.

Nonetheless, with support from the Social Science Education Consortium of Midwest Universities and the M.S.U. Social Science Teaching Institute during the 1964-65 year it was decided to continue developing and evaluating instructional materials and assessment instruments. During this period a graduate assistant with the Social Science Teaching Institute monitored the experiences of students with these materials and provided an informational base for subsequent efforts.[2]

In June of 1965 the U.S. Office of Education indicated that they would be happy to reconsider the project submitted earlier. A revised proposal was submitted requesting funds to carry on a modest pilot project during the period 1965-66. In this revised proposal Mrs. Howell, then pursuing a Ph.D. program at Michigan State University, was identified as co-director of the project along with Dr. Wilbur B. Brookover. The project teacher was identified as Mrs. Joyce McGraw, who had worked earlier with Mrs. Howell at Pattengill on the first phase of the experimental approach. The proposal was funded and the program was carried out during the 1965-66 academic year.[3]

METHODS

The discussion of the methods employed in carrying out this research requires that we emphasize again the fact that this investigation constitutes a pilot study. The significance of this fact lies in the rather modest nature of the fundamental purpose of the research: to collect and analyze data that will provide a basis for ascertaining whether or not a more comprehensive study should be carried out. While it is felt that the project was executed with a rigor sufficient for this delimited purpose, the pilot nature of the study should always be kept in mind--both as the expressed intention of the investigators and as a condition stemming from the limiting factor of budgetary support.

Research Design

The *ideal* research design in terms of which the structure of this investigation was developed includes several components. First, there is the universe to which we would hope results could be generalized. This would be all students in the Lansing Public Schools enrolled in the 9th grade in 1965. From this universe three samples ideally would be drawn: the first would be a subset (A) which would not be exposed to *any* 9th grade social studies experience; the second (B) would be a subset exposed to the conventional course; and the third (C) would be a subset which would be exposed to the experimental program. These samples would be drawn in such a way as to insure representativeness--taking into consideration both randomization and stratification in the selection procedure. Prior attention would be given to the size of the samples for purposes of making estimates about the values of certain population parameters.

In addition, there are the independent variables in terms of which these samples would be treated. Thus sample A would receive no treatment, sample B would receive the conventional course treatment, and sample C would receive the experimental course treatment. Last would be the identification and measurement of dependent variables in terms of the two time periods: pre-treatment and post-treatment. The analysis of data would be a comparative one in which sample A would be viewed as a control group for both samples B and C. The general hypothesis of the research would be that changes in pre-treatment and post-treatment measures of the dependent variables in the direction desired would be greatest in samples B and C. In addition it would be expected that with respect to indexes of direction, frequency, and magnitude of change, changes in sample C (experimental treatment) would be greater than those in sample B (conventional treatment).

To speak of an *ideal* research design as we have in the preceding paragraphs is to underscore well-known factors usually associated with educational research which require that compromises be made if investigation actually is to be carried out. There is the complexity of the system, the requirements of existing programs expressed in terms of law and practice, the varied problems of coordinating and directing collaborative efforts within an educational setting and the like. In the design and execution of this pilot project a number of deviations from the ideal were made. Notwithstanding this fact, the investigators strived for a design sufficiently rigorous to provide data in terms of which the justifiability of a larger study could be ascertained. It is believed that the ultimate research design employed is sufficiently precise and methods sufficiently rigorous to permit reasonable assessment as to the appropriateness of carrying out a more comprehensive study. Nonetheless, the methodological limitations of this study will be made explicit in order to place in better perspective findings and conclusions.

Population and Samples

It has been stated that the ideal research design for the kind of problem explored in this study would call for three samples drawn from the population universe. Inasmuch as the universe, all students in the Lansing Public Schools in the 9th grade, is required to take social studies, this precludes a control sample, i.e. a group of 9th grade students exposed to no kind of social studies treatment. The two remaining samples are possible: one of students being exposed to the conventional program and one of students exposed to the experimental program.

The selection of these latter two samples ideally would be such as to insure representativeness with respect to the relevant parameters of the universe. Immediately one encounters certain difficulties in realizing this goal. First, a set of random samples drawn from the universe would yield a collection of students who, because of administrative problems,could not be brought together for purposes of the research. The fact of the matter is that students within the universe are administratively stratified in terms of school districts, within those districts in terms of schools, and within those schools in terms of classes. Thus, one is more or less forced to begin by selecting samples from one or more specific schools. One possible approach to this problem would be to draw a sample of schools and then from within the schools samples of students such that the final samples provide the most representative groups feasible. The same kind of sampling problem is involved with respect to the selection of teachers who would be involved in the research. Thus, all 9th grade social studies teachers within the Lansing Public Schools ideally would be designated as a universe from which a sample should be drawn. Those teachers selected in turn would be randomly distributed between the group of students to be treated conventionally and those to be treated experimentally. As with the selection of students, the selection of participating teachers presents the same kind of difficulties.

As a matter of fact, the ultimate decisions in educational research with respect to these kinds of sampling issues are usually handled in a far more practical way. Thus, what is commonly referred to as "convenience sampling" frequently takes place. The selection process from this point of view is dictated by a number of considerations relative to availability, scheduling, cooperation, and the like. Given these realities and the pilot nature of the effort it was decided to carry out this study within the confines of Pattengill Junior High School of the Lansing Public Schools and to draw students and teachers from this setting. This decision was made primarily on the basis of an earlier interest in this type of investigation by Mrs. Howell while a teacher at Pattengill, an interest showed by other faculty at the school, and the willingness by the principal to cooperate with such an effort.

It was originally planned to select, through a random procedure, approximately 120 Pattengill Junior High students from those scheduled to take 9th grade social studies during the 1965-66 year. The Lansing Public Schools employ data processing equipment which yields randomly selected class groups of approximately 30 students for each school. It was planned that two such classes would be collapsed to comprise the group to receive conventional treatment and a second two classes would be combined and would receive the experimental treatment. With respect to instruction, it was originally intended that the same teacher, Mrs. Joyce McGraw of Pattengill, teach all classes. Just prior to the beginning of the fall term, it was learned that scheduling difficulties would make it impossible for Pattengill to provide all four classes; only three could be provided for purposes of the study. A last minute decision was made to work with those groups that could be provided from Pattengill and to select the remaining students from another school. Mr. Frank Throop, previously assistant principal at Pattengill and then principal at Walter French Junior High School, gave permission to work with a class in his building. This was with the consent of the teacher, Mrs. Alma DiFiore, and it was decided that one of her classes would be combined with one from Pattengill to comprise the group of students to be treated by the conventional program.

It was the original intent to work with two groups of approximately 60 students each. By the time the selection of students for the four classes in question was finalized and actually set several factors, the most important being residential mobility, led to a reduction in numbers such that there were for the combined experimental classes 44 students and for the combined conventional classes 50 students.

The selection of the experimental and conventional groups in the manner described above leads to several questions regarding the methodological compromises made in this study and the consequences of these decisions for the interpretation of research results. The central question, which has several important facets, is whether or not there is reason to believe that the students selected through the procedures employed are representative of the larger universe. If the representativeness of the samples drawn could be established then generalizations from sample statistics to universe parameters could be made with confidence. In addition, questions regarding the appropriateness of collapsing the four classes into two groups and issues pertaining to comparisons made between the two groups could be resolved.

Unfortunately, only limited evidence can be provided regarding the matter of representativeness. With respect to general questions of over-all population characteristics, it should be pointed out that the census tracts in which the two junior high schools in question are located are characterized by demographic and socio-economic characteristics which cover a range generally comparable to the city as a whole. Moreover, the statistical profiles of the two tracts are generally comparable. More percise information relative to the students in question and to the comparability of the sub- and combined groups is provided with respect to data on ability and past achievement. Table 1 (p.9) presents grade point averages (GPA) and mean percentile scores for each of the four classes and for the experimental and conventional groups combined with respect to academic achievement and differential aptitude.

Several observations can be made on the basis of this table. First, it is clear that the mean GPA and percentile values on measures for each of these four individual classes are well within the average range for the Lansing Public Schools. In addition, the differences between the means of the two classes subsumed under the experimental group and the two under the control group are approximately of the same magnitude. Nonetheless, mean differences are noted in each of the three comparisons which this table provides, and the scores for the experimental group are lower than those of the conventional group. It is difficult to say whether these differences are significant or that they constitute evidence of a sampling bias. Nor is it possible to ascertain what consequances these differences might have upon the interpretation of the results of this study. For purposes of the pilot study such quesions are not treated as crucial. Indeed, we are attracted to the argument that the higher achievement and ability scores of the conventional group would tend to make positive claims in support of the experimental program on the conservative side. Suffice it to say, the sampling problems delt with here do have consequences for how the data of this study are treated and analyzed. More will be said on this point in subsequent sections of this report.

Independent Variables

The research design of this study employed as its independent variables two different approaches to 9th grade social studies. As already indicated one of these was based upon the Lansing Public School's Curriculum Guide for Junior High School Social Studies. (The term "conventional" is applied throughout this report and the abbreviation "C" to refer to this approach and the students subjected to it). The second approach involved a new curriculum which attempted to provide a more systematic understanding of the nature of society as a framework for a meaningful perspective on the work and citizen roles. (The term "experimental" is applied throughout this report and the abbreviation "X" to refer to this approach and the students subjected to it). The investigation centered around measuring the impact of these two independent variables on a series of dependent variables which fell into two major categories: informational and attitudinal. This, of course, involved the typical pre-treatment and post-treatment measures.

TABLE 1. COMPARISON OF SELECTED ABILITIES OF EXPERIMENTAL AND CONVENTIONAL GROUPS[4]

Selected Abilities	Experimental (X) Group		Conventional (C) Group		X Group	C Group
	Class 1	Class 2	Class 3	Class 4	Classes 1&2	Classes 3&4
GPA: 7th and 8th Grade Social Studies*	2.01	2.11	2.67	1.90	2.05	2.30
Verbal Ability (Differential Aptitude Test)**	43.20	56.38	61.08	44.26	48.34	53.18
Reading Vocabulary (California Test)**	36.76	44.58	58.65	41.74	40.14	50.71
Reading Comprehension (California Test)**	48.40	57.47	65.39	51.96	52.32	59.08

*Grade values: A=4; B=3; C=2; D=1

**Mean percentile scores

A description of the independent variables properly entails attention to the formal curriculum, to the pedagogical techniques employed, and to selected factors which constituted the setting in which the instructional activities were carried out.

Independent Variables: Experimental Program

A major objective of this research project was the development and utilization of curriculum content to provide students with a basic understanding of the nature of human society as a framework for a meaningful perspective on the work and citizen roles. To affect the students' basic understanding of human society the curriculum content was built upon selected social science concepts. These concepts were to be learned by the students in such a way that they could be used in reflective thought.[5] The social science concepts were interrelated around one question, "Why do people behave as they do?" and one theme, "All mankind has similar needs; these needs are met differently in various cultures."

Illustrative content was drawn from cross-cultural materials. It was thought that such materials would stimulate thought about the students' own society thus adding to a more objective perspective of his society and of himself. Stuart Chase comments on this phenomenon:

> An understanding of human culture enlarges one's perspective. The effect is something like those amazing photographs taken from outer space which show the globe and its oceans and continents in perspective--one planet and one world. The culture concept shows us mankind in perspective. It deflates many a fixed idea and cherished notion about ourselves and our society. It takes us clean out of Western civilization and its values, and shows us what a Congo man, a Moscow man, and a Detroit man have in common--how all have similar needs, but meet those needs by habits, customs, and beliefs which vary spectacularly. (11, p.61).

It is to be noted that underlying the rationale for the curriculum content was the assumption that all students regardless of individual differences could achieve the goal stated above. As well, this assumption functioned as a major determinant in the presentation of ideas in the classroom and in the planning of classroom activities. Concretely, this assumption was operationalized by asking the question: of all the information contained within the unit, what are the essentials or basics every student should or must learn? The conclusion to this question was considered to be the core of each unit. It was felt that this procedure permitted the recognition of a truism that students do not learn all the information presented in any unit in the classroom and that all students do not learn the same thing in the same way. Therefore, we felt that the attempt to achieve learning of limited content of a fundamental sort was a feasible approach and that this would provide the core around which group and individualized instruction and activities could revolve. The format presented outlines and summarizes the experimental curriculum by the concepts, generalizations, and basic ideas of the units. A discussion of classroom activities and methods of presentation then follows.

Unit I. SOCIAL SCIENCE*

A. Social science as an approach to knowledge and reality.
B. We develop habits of how we view people and events.
  a. Objectivity as a basic approach to a problem.
  b. The social science approach gives a framework in which to view people and events. It does not supply ready answers or solutions to all problems.

Unit II. CULTURE

A. Culture is beliefs, attitudes, ideas, and material objects.
  a. Society is the people that create and perpetuate the culture.
B. All mankind faces similar universal problems.
  a. Geographical environment
  b. Economy
    1. Food
    2. Clothing
    3. Shelter
    4. Tools and weapons
    5. Division of work
  c. Family organization
  d. Means of communication (language)
  e. Religion (explanation for beginning and future of man)
  f. Code of conduct
    1. Mores
    2. Folkways
  g. Aesthetics
  h. Authority
  i. Values
C. Socialization process
  a. Culture is learned from family, friends, school, etc.
  b. Ethnocentrism is learned behavior.
D. Cultures differ in the approach to solution of universal problems.
E. Hopi and Eskimo cultures as illustrative contrast in the solution of similar problems in diverse ways.

Unit III. STATUS AND ROLE

A. All societies are organized with certain recognized positions which the sociologists refer to by use of the concept status. Each position in the culture has appropriate modes of behavior, proper conduct, and attitudes toward others or the expected role.

*During this unit the psychological and vocational tests required by the Lansing Public Schools were administered.[7]

- a. Each member of a society holds many statuses and plays many roles during his lifetime.
- b. Society attaches differential amounts of prestige to various statuses.
- c. The appropriate behavior or role for a status is learned.
- d. Conflict arises when one does not play the expected role over another.

B. To understand the concepts status and role increases one's understanding of his society and himself.

C. The world of work can be viewed in terms of status (the job position you hold) and the role or appropriate behavior expected for the vocational position.

D. Society gives varying degrees of prestige to job positions. We do not find the prestige factor to be the same in all cultures for all positions.

E. Acquisition of status.
- a. Ascribed
- b. Achieved

Unit IV. AESTHETICS [8]

A. All cultures have some form of aesthetics.

B. What we like and think to be beautiful is part of a cultural pattern.

C. The spirit of a culture is reflected in the aesthetics.

D. A culture is influenced by aesthetics.

Unit V. GROUPS

A. Groups may be defined as any number of individuals who share certain common interests and feel themselves to be a unit for some particular purpose.

B. People in all cultures belong to a varying number of groups.

C. Groups are necessary to society and perform the function of "getting things done."

D. We learn our attitudes and what is expected of us from groups.

E. The individual gains support or rejection for his actions from groups.

F. Group membership requires loyalty and the degree of loyalty one gives depends on the importance to the individual of the group.

Unit VI. VALUES

A. Values may be defined as those beliefs or ideas people believe in strongly.

B. All cultures have values but all cultures do not have the same values.
- a. Americans appear to have very positive values toward work.

C. The value system is reflected in the culture.

D. The predominate values of a culture give unity to the culture.

E. To understand one's own values permits greater self understanding.

- a. Personal values often guide the individual in selecting some goals instead of others, e.g. vocational goals.
- b. Values are learned.

Unit VII. AUTHORITY

- A. Authority may be defined as a system, simple or complex, that governs the society.
- B. All societies have some form of authority.
- C. There is a difference between the concepts authority and government.
  - a. African Bushmen have a system of authority but do not have a government.
- D. The "social science approach" is helpful in examining the concept of authority objectively.
  - a. Values can influence your attitudes when examining the concept authority.
- E. Values of a society play a part in the kind of authority exhibited in a culture.
- F. The giving up of power is relatively simple in a homogeneous culture supported by a common religion, clan or tribal ties.
- G. Diversity of cultural backgrounds in societies today make the problems of authority more complicated.

Unit VIII. COMMUNICATION (LANGUAGE)

- A. All societies have some form of communication.
- B. Language reflects the culture.
  - a. Those things that are important in a culture often have more than one word to identify the item.
- C. Words do not necessarily carry the same meaning between cultures, e.g., the term "family" may mean father, mother and children or all individuals related by clan ties.

Unit IX. ECONOMY

- A. From the beginning of time man has faced the problems of physical survival.
  - a. The struggle between aggression and cooperation in simple societies is to a degree ruled by the environment.
  - b. Complex societies face theoretical break-down not because of environment but human unpredictability.
- B. Historically, man has found ways of guarding against the breakdown of society.
  - a. Tradition or custom
  - b. Authoritarian rule
  - c. "Market System"
    - 1. This system brought about the study of economics.
    - 2. The profit motive is not universal.
    - 3. The market system is not universal.
- C. Economics can be defined as a study of What is produced, How much is produced, and Who gets what is produced.

- a. Means of production are limited and choices must be made.
- b. Consideration must be given to whether or not the choices will be made by a governing body, free price system, or a combination.

Unit X: HUMAN RELATIONS

A. Man as a member of racial groupings

- a. What is "race."
  1. Varied points of view on definition of concept
  2. Race can be defined as populations which differ in the frequencies of some gene or genes.
- b. All mankind have the same general characteristics.
  1. Therefore all human beings are members of the homo sapien species.
- c. Blood groupings
  1. All human beings fall into four main groups according to the composition of their blood.
- d. Classification of mankind into four "races" can be questioned.
  1. Any characteristic of mankind can be used as a basis for classifying "racial" groups. There is no immediate evidence why one classification should be preferred to another.
- e. Human behavior is plactic and can be changed.
  1. Man is capable of pursuing a great variety of ways of life. He is enabled to do so by training and education, not by acquiring different genes.
  2. Psychic and emotional differences among individuals are greater than the average difference between nations or races.

B. Man as a human being

- a. Prejudices are learned.
- b. Attitudes toward humanity are significant in molding one's culture.

Unit XI: INTERNATIONAL HUMAN RELATIONS

A. Methods of attempting to solve disagreements

  a. Discussion

  b. Compromise

  c. War

B. Institutions dealing with world problems

  a. United Nations

  b. Student suggestions for such institutions

C. The human factor in international relations

  a. All mankind faces the same basic problems.

  b. Human understanding is promoted with attempts to understand the similarities and differences between cultures the world over.

Students were introduced to the experimental curriculum outlined above by use of the concept social science. A short article entitled "Pictures in the Mind," was written by Professor Douglas Dunham of Michigan State University expressly for this unit and contributed to the project.[9] After the classes had spent several days reading and discussing the subject, Dr. Dunham came to the classroom to assist in answering questions and to pursue the subject further with the students. Throughout the year the concept was elaborated on and re-emphasized in all the subsequent units.

Generally, teaching procedures revolved around the core curriculum mentioned earlier. It was understood that all students had the responsibility to grasp the basic content presented. The students' efforts beyond this varied in terms of individual differences. While the teacher did suggest independent study projects varying in the degree of difficulty with each unit, it became commonplace for the students to identify their own projects more aligned with their particular interests. This procedure was highly encouraged.

A variety of teaching aids and resources were identified and utilized and these are presented as an appendix of this report.[10] Although it was not treated as a textbook, all students were given a copy of Four Ways of Being Human (30) which was used more than any other book. Supplementary readings were drawn from numerous sources. Of great value was a student library in the classroom available for the use of the students. The school library and the public library were used as well.

A field trip to the Cranbrook Institute of Science at Birmingham, Michigan was taken early in the year. At that time the Institute had a special display on the Hopi Indians and as well had an excellent display of various Indian and Eskimo artifacts. Movies also provided concreteness and elaboration for the units. Often the movies were used to introduce and stimulate thought about a new concept. Class discussion of core curriculum and student individual projects played a major part of the daily activity of students. Every effort was made to limit teacher presentations to basic ideas and the elaboration of core curriculum.

By reviewing the core curriculum as outlined above and the appendices cited, it is clear for the most part how the majority of the units were developed. We want to single out, however, the procedure used in the culture unit, for of all the units it was considered to be highly important to the total course. In this unit the goal was to introduce the question, "why do people behave the way they do," and to develop the theme "mankind shows similar problems but solutions vary between cultures" by means of illustrating the social science approach to knowledge and involving the students themselves in the study and analysis of various cultures. Approximately six weeks were spent on this unit on the grounds that it would provide the basis from which the students could objectively examine and understand selected subjects in their own culture. To this end, the Hopi Indian and Eskimo cultures were selected to be pursued in depth. These simple societies were of interest to the students, offered a good contrast of the basic theme mentioned above, and permitted objectivity on the part of the students.

Wherever possible, throughout the presentation of the entire curriculum, student experiences were used to discuss and illustrate concepts. The family, the school, work experiences, and future vocational plans were excellent sources to draw upon and permitted all students to participate in the discussion. It is to be pointed out that because of the varying range of differences existent in the classes it was thought that this procedure would play a key role in stimulating and motivating the student.

With the experimental group the first half of the year was given over to the outline material up to and including part of Unit V: Groups. The second half of the outline was covered during the remainder of the year. It should be noted that this scheduling arrangement was not absolutely fixed prior to the institution of the course. Rather, it was decided to provide sufficient flexibility to make changes as to the amount of time given to units of the program as experience dictated.

Independent Variables: Conventional Program

The Curriculum Guide (14) of the Lansing Public Schools provided the general framework used in the selection of materials and specific course content for the conventional group. This publication serves, however, only as a general guide to the teachers in the school system, and there is variation from class to class, and from school to school. This point is well demonstrated in the case of this study. Thus, in the section on population and samples (p. 6), attention was given to the decision to combine two classes with different teachers and to treat them as the conventional group for purposes of this research. In the section below, the course outlines employed by the two teachers in question are presented. A comparative analysis of the two outlines provides an excellent illustration of the kind of similarity and variability which results from the use of the Curriculum Guide. While a number of observations could be made in this connection, we limit comment to one major point. Clearly, the content between the course outlines as described is characterized by both similarity and dissimilarity. This latter fact, i.e., dissimilarity, places some strain upon the decision to combine the two groups and consider them as subject to the same treatment. Nonetheless, the decision was made, on the grounds of sufficient similarity between the two when considered within the context of the pilot nature, the limited resources, and the administrative problems of the research project.

Mrs. Alma DiFiore, the Walter French teacher of one of the two classes comprising the conventional group, presented the following outline of the course of study used in her class during the academic year.

Unit I: Testing, Vocational and Education Planning

A. Administration of Differential Aptitude Tests: Form L; Kuder Preference Records: Vocational and Personal; California Reading: Intermediate; and California Test of Mental Maturity.

B. Construction of a Profile Sheet by each student containing test scores and Junior H.S. achievement by letter grades.

C. Student autobiographies written.

D. Construction of Senior H.S. Tentative School Program.

Unit II: Textbook Study (Concurrent with Unit I.)

A. Chapters in classroom text, Citizenship in Action (40), dealing with subjects: "Interests and Aptitudes," "Personality," "Choosing a Career," "Professions," "Skilled Trades," "American Free Enterprise," "Labor Unions," "You-Consumer," and "Money-Credit," studied and discussed.

Unit III: Student Projects and Classroom Activities (Concurrent with Units I. and II.

A. Two written reports and one oral report required of each student on possible careers.

B. One written theme required: each student described his life projected fifteen years hence emphasizing vocational activities.

C. Films shown on subject of vocations and the work world, e.g., _State Trooper_, _Furriers_, _Auto Workers_, _Sales_, _Airline Workers_, _Engineering_, _Bricklayers_, _Should I Go to College_, _Careers for Women_, _Productivity--Key to Plenty_, and _Beginnings and Growth of Industrial America._*

D. Current Event Study (continuous study throughout the year).

   a. Weekly newspaper study of _Junior Review_ required of all students.

   b. Newspaper headline stories studied supplemented with magazine study--_Time_, _U. S. News and World Report_, and _Life_.

   c. Special study given to 20th Anniversary of United Nations.

   d. Map study of countries and areas involved in current news.

   e. Special T. V. programs recommended for viewing.

   f. Class discussion of current issues in the news.

   g. Current event films made available by the local American Bank and Trust Company free of charge.

Unit IV: Study of Communism

In the study of communism the focus of attention was placed on Viet Nam and the United Nations.

A. Instructional Materials and Classroom Activities

   a. _What Everyone Should Know About Communism and Why_ (55) and a teacher developed outline was used to study the subject of communism. The classroom textbook was used to study the United Nations.

   b. The weekly _Junior Review_, newspapers, magazines, library resources, and pamphlets used when appropriate.

   c. Movies shown: _Viet Nam_ and _United Nations_.

   d. Map study of communist countries.

* Films are owned by the school system.

e. Written essays assigned, e.g., "Would the United States be Wise to Use Nuclear Weapons in Hopes of Smashing the Communist Threat in Southeast Asia?","Organization of U.N.," and "Will the U.N. Succeed?"

f. Teacher lectures on U. S. Involvement in Viet Nam.

g. Voluntary student oral reports, e.g., "Should the U.S. Recognize Red China?"

Unit V: Federal Government

A. Classroom text used as the basic source in the study of the Constitution and the three branches of federal government. The Jr. Review used as supplementary material. Teacher made study guides given to all students.

B. Teacher lecture: "Philosophic Roots of Democracy and Communism."

C. One written theme required of each student: "If I were President."

Unit VI: State Government

A. Classroom text and Fischer's: The Government of Michigan (16), were used as basic source materials.

B. Student Projects and Classroom Activities:

   a. Oral reports on problems of the state of Michigan.

   b. A student talk: "Grass Roots Politics".

   c. Wrote ficticious bill to be passed by the Legislature.

   d. A state senator and two state representatives from the Lansing area lectured to students on the subject.

Unit VII: County and Township Government

A. Basic source materials used same as Unit Six. Teacher made study sheets.

B. Teacher lecture on the subject.

Unit VIII: City of Lansing Government

A. Throughout the semester the students made voluntary independent field trips to the city council meetings and then reported to the class on them.

B. Film: Lansing Centennial shown.

The teacher commented that when she worked with local government first in the semester instead of the federal government, more time was devoted to city government. However, given the study of and the time spent on current affairs--Viet Nam, communism, and the U.N.--it seemed more logical to begin with the federal government.

Mrs. Joyce McGraw, the teacher of all the other students participating in this study, provided the following outline which she used for those Pattengill students treated as members of the conventional group.

Unit I: Self Analysis

Objective: To assist students in discovering their interests and aptitudes, to understand their academic achievements and personality, and to recognize some factors motivating the choice of a vocation.

A. Study of personality based on reading classroom text, Citizenship in Action (40).

B. Administration of Tests: Differential Aptitude Tests: Form L, and California Reading: Intermediate, and California Test of Mental Maturity, Kruder Preference Records: Vocational and Personal.

C. Autobiography written by each student.

Unit II: Surveying Fields of Work

Objective: To examine various fields of work in order to discover interests, abilities, and personality traits required.

A. Each student assigned two written reports on occupational areas of student's interest.

Unit III: Senior High School Planning

Objective: To assist students in using past achievement, interests, and test scores in planning senior high school programs.

A. Construction of Profile Sheets of past achievement, and psychological test scores. Construction of tentative senior high school programs.

B. Study of the world of automation:

a. The effects of automation on the world of work

b. Preparing to function in a highly automated society

Unit IV: The American Free Enterprise System

Objective: To create a basic understanding and appreciation of the American system of free enterprise.

A. Study of classroom text and discussion of following subjects:

    a. Our economic system

    b. Business organization

    c. Consumer economics

    d. Money, credit, and banking

    e. Government regulation of business and industry

    f. Working laws

Unit V: Community Civics

Objective: To acquaint students with various forms of local government through readings in the classroom text.

A. Local communities in general

    a. Classroom text used for study

B. Community of Lansing

    a. Study and discussion of history, government, education, resources, and problems of the Lansing area.

    b. Numerous student small group trips made to various areas under study by the students who then reported back to the class.

Unit VI: The Elective Process

Objective: To acquaint students with the purposes and procedures involved in elections in the U.S.

A. Study and discussion of subjects:

    a. Political parties

    b. Campaigning and elections

    c. Voting in Michigan

d. Motivating forces.

Unit VII: State Government

Objective: To acquaint students with the function of state government in general and the government of the State of Michigan in particular.

A. State government in general

  a. Classroom textbook used for study and discussion.

B. State of Michigan government

  a. Supplementary textbook, The Government of Michigan (16) was used to study the history, structure and functions of the government of the state of Michigan.

  b. Small group work: groups of students selected a government function to study, took field trips on the subject, and then wrote papers on their findings.

Unit VIII. Federal Government

Objective: To acquaint students with the structure and function of the government of the United States.

A. Classroom textbook was used to study the three branches of the federal government.

B. Classroom textbook and school library resources were used to study the federal constitution.

Unit IX: The United Nations

Objective: To acquaint the students with the structure and functions of the UN.

A. The classroom textbook was used as source for study and discussion of the UN.

Dependent Variables

Assessing the effectiveness of any educational program is contingent upon a number of factors. First, if not foremost of these, is the specification, in as precise terms as possible, of instructional objectives. Precision in definition requires ideally that any statement of an objective be expressed in terms of an intended behavioral outcome. As Mager puts it: "An objective is meaningful to the extent it communicates an instructional intent to its reader, and also to the degree that it describes or defines the terminal behavior expected to the learner." (32 p.43). A characteristic of curriculum planning in public education is that rarely are program objectives sufficiently defined in this manner. Under these conditions the already difficult task of assessment of effectiveness becomes even more so.

The case of 9th grade social studies in the Lansing Public Schools illustrates this point. A general Curriculum Guide has been developed by a teacher committee (14). This is distributed to the teachers responsible for instruction at this level throughout the system. Objectives presented in the guide vary in rigor of statement and clarity as to what is the precise nature of the terminal behavior sought. In practice, the individual teacher has a significant degree of latitude in interpretating what objectives and terminal behavior are expected and, on the basis of this interpretation, what materials and instructional techniques she will employ. Clearly the standards which Mager stipulates are not met in actual practice. This not surprizing fact does have implications for the approach employed in the specification of the dependent variables in this study.

As previously indicated the design of this study is one which includes a concern with the effectiveness of the experimental program as compared with that of the conventional 9th grade social studies program in the Lansing Public Schools. To be precise, a central question in this research is whether or not an experimental program is more effective than the current conventional program in meeting these broad objectives. As we have indicated there exists no precise definitions of these behavioral outcomes. Furthermore, the general latitude provided individual teachers make clear concensus on these matters difficult. Of course, there is agreement that the behavioral changes sought relate to attitudinal and informational dimensions; the general implications of preparation for and effective behavior as a citizen carries these connotations. Nonetheless, for purposes of this research certain arbitrary decisions were necessary when confronting the question of how the programs would be judged. To put it another way, the researchers saw fit to stipulate what would be the dependent variables measured, and hence, what would be the terminal behaviors considered relevant to the programs' objectives.

In deciding what common outcomes would be used to judge the conventional and experimental programs, decisions made undoubtedly did an injustice to both the conventional program in its various expressions and to the experimental program. Nonetheless, it was felt that the decisions made were sufficiently sound to yield data relevant to the questions involved in the study.

The following scales* were employed by Hyman and his colleagues in their studies of the "Encampment for Citizenship." (26).

*Appendix F presents the questionnaire which included these scales. Appendix G presents scoring and intepretation procedures associated with the scales.

Civil Liberties "A"

Civil Liberties "B"

Civil Rights

Tolerance

Absolutism

Individual Political Potency

Group Political Potency

Anomie

Democracy

Constitution

Stereotypy

Authoritarism

Political Economic Conservatism

Ethnocentric Image of Democracy

Action-Apathy

These scales, with slight modifications of wording considered more appropriate for 9th graders, were employed in this study and were viewed as measures of the dependent variables. Specifically, they were considered as relating to attitudes central to "citizenship" and hence to the fundamental objectives of 9th grade social studies.

Two additional questionnaires relevant to the dependent variables were developed by the researchers. The first of these constituted a more open-ended and retrospective evaluation questionnaire in which students could make a range of responses regarding experiences during their 9th grade social studies course.[11] The second was a social studies "test" concerned with the cognitive realm and designed to provide an index of students' ability to recognize and recall in regard to social studies knowledge.[12]

Several other instruments were employed in the research. A variation of the Bogardus Social Distance Scale [13] was used because of the particular "comparative" cultures approach employed in the experimental program. Several other instruments were employed although their use was not predicated upon particular relevance to the dependent variables of the study. These were: the Occupational Aspiration Scale (23); the Twenty Statements Problem (29,33); and the Self-Concept Scale (5,6,7). The use of the Occupational Aspiration Scale was justified on purely exploratory grounds. Such was also the case with the Twenty Statements Problem. In the case of the Self-Concept Scale, our interest was in whether this instrument might yield data relevant to any relationships between the independent variables and changes in the students' self-concepts of academic ability. In addition to all the above devices, data relevant to the study was collected by means of classroom observation, taping of discussion sessions, and interviews.

All the formal instruments cited above were administered in the traditional pre-treatment and post-treatment fashion--as early in the school year as possible and again as close to the end of the school year as possible. A group setting was employed and a block of time sufficient for all instruments was used. All data were coded and tabulated independently by two persons in an effort to eliminate errors.

Because of the small size of the population under study it was decided to do the tabulation by hand rather than to employ data processing equipment. A concerted effort was made throughout the year to control for the "Hawthorne effect." To what extent we were successful is of course unknown. A school in itself is a social system and we assumed that students in the control groups had some knowledge of the instructional content used in the experimental classes.

RESULTS

As previously indicated this pilot study has as its major concerns the development and use of instructional content to provide students with a basic understanding of human society as a framework for considering work and citizen roles, the use of such instructional content and varied pedagogical techniques to bring about change in student attitudes basic to effective citizenship, and the comparison of the current, conventional approach to 9th grade social studies with that of the experimental one in order to ascertain any differential merits.

The first of these objectives, the development and use of instructional content to provide students with a basic understanding of human society as a framework for considering work and citizen roles, has been discussed in the preceeding section on the experimental program. Therein the outline of the experimental course with its supportive materials was presented. It is proper here to underscore the importance of the development of the curricular structure of the experimental program. This is not an easy job and requires experience, time, and testing. In the case of this effort, it was generally felt that both in terms of format and content a successful curriculum was developed. This was attributable to several factors: to the initial planning and modest exploration during the period 1963-65 on the part of Mrs. Howell; to the fact that the planning and experimental course itself was carried out by individuals experienced in the field of 9th grade social studies and trained in social science areas; to the use of experts from Michigan State University; and to the accumulated experience of several studies at the national level relevant to this research.

The second major phase of this study included two interrelated concerns: the execution of the experimental program and the comparative analysis of the results of that program with results of the conventional program. As indicated, this comparative analysis involved an examination of a number of dependent variables considered relevant to the overall objectives of 9th grade social studies. Specific measures were also augmented by other sources of data already identified. In the interpretation of all data, the question of how to measure the effectiveness of the programs in question had to be resolved. Wherever possible, we have generally followed the practice of Hyman and his associates (26, pp. 17ff.). Thus, effectiveness is a measure which represents the net change resulting from pre-and post-tests relative to the dependent variables of the study. In this approach, "Whatever estimate of change is used...its absolute magnitude is taken as the effectiveness of the program" (26, p.69).

The Hyman approach presents several questions that properly should be discussed. For one thing, the question of how large must a given magnitude be before it is regarded as "so much effectiveness," is left unanswered. Hyman mentions a number of factors that are relevant to making this judgment such as the initial status of the group at the time of pretesting, the theoretically possible range for change, the researcher's expectations and previous standards, etc. His advice in the use of this approach is to be explicit in terms of the criteria by which judgments are made and to aspire for consistency as different sets of data are examined. In the final analysis he agrees that primary attention should be given to the question of direction of change and that data properly may be presented to orient the reader as to "whether the direction of change denoted by a certain sign corresponds to improvement" (26, p.70).

Again following Hyman, in this research we have elected not to systematically treat data with respect to effectiveness in terms of some specified level of confidence after a test of significance. This decision involves a number of complex issues and is certainly subject to controversy (27, 49). Several considerations have gone into the decision to follow this practice by Hyman. One factor is that the complexity of the number of variables of the study precludes carrying out all possible statistical tests given the resources available. Moreover, in the case of a pilot and exploratory study of this sort the need to adopt an arbitrary approach involving tests of statistical significance which could exclude from consideration factors that might be pertinent to issues seems unclear. Still another factor stems from the limitations of sampling procedures and the questionability of meeting the requirements necessary for the use of inferential statistics. Thus, most of the data was interpreted according to Hyman. It is appropriate to indicate that the researchers feel that this particular approach to the interpretation of data, limiting statistical tests of significance as it does, is a legitimate and valid approach given the nature of the study and the context in which it was carried out. Be this as it may, limited use was made of tests of statistical significance. The latter tests were performed for one major reason: to provide the reader,who may wish to examine data within this context, some helpful information.

Changes in Opinions and Attitudes

As previously indicated, a number of scales developed by Hyman and others (26) in their "Encampment for Citizenship" studies were utilized in this research. These scales yield data which can be manipulated and analyzed in several ways. Herein, we focus primarily upon two different

TABLE 2. CHANGES IN OPINIONS AND ATTITUDES OF STUDENTS IN THE EXPERIMENTAL AND CONVENTIONAL GROUPS: PRE- AND POST-TREATMENT MEAN VALUES

Scale	Group	Pre- $\bar{M}$	Post- $\bar{M}$	Change
Civil Liberties "A"	X	5.54	4.75	-.79
	C	6.22	4.96	-1.26
Civil Liberties "B"	X	3.63	3.11	-.52
	C	3.84	3.42	-.42
Civil Rights	X	2.77	2.40	-.37
	C	3.84	3.42	-.42
Tolerance	X	2.38	2.04	-.34
	C	1.30	1.64	+.34
Constitution	X	6.68	6.34	-.34
	C	7.84	6.52	-1.32
Stereotypy	X	32.34	24.88	-7.46
	C	34.80	32.66	-2.14
Authoritarianism	X	58.11	54.56	-3.55
	C	59.50	56.50	-3.00
Political Economic Conservatism	X	42.40	41.86	-.54
	C	42.22	43.08	+.86
Ethnocentric Image of Democracy	X	3.34	2.72	-.62
	C	2.48	2.78	+.30

TABLE 2. CONTINUED

Scale	Group	Pre- $\overline{M}$	Post- $\overline{M}$	Change
Action-Apathy	X	3.79	3.50	-.29
	C	3.84	3.88	+.04
Individual Political Potency*	X	5.15	5.34	+.19
	C	4.74	5.42	+.68
Group Political Potency*	X	6.56	7.18	+.62
	C	6.54	7.12	+.58
Absolutism	X	6.15	5.90	-.25
	C	7.92	7.66	-.26
Anomie	X	6.38	4.75	-1.63
	C	4.88	4.74	-.14
Democracy	X	68.18	62.68	-5.50
	C	68.80	65.80	-3.00

*On these two scales an increase (+) in the post-treatment mean over that of the pre-treatment mean indicates an improvement. The scoring of all other scales are such that a decrease (-) in the post-treatment mean indicates an improvement.

analytical procedures. Table 2 (pp.27-8) presents changes in opinions and attitudes of students in the experimental and conventional groups in terms of the mean values of the Hyman scales. The interpretation of the data in this table is confined primarily to the direction of change. The question of the significance of differences between the means of the two groups will be commented upon later.

Table 2 presents data for fifteen opinion and attitude scales. Inasmuch as both the experimental and conventional programs are concerned with effecting attitudinal changes in a defined direction, we would anticipate that the patterns of change for each of the two groups would be positive and generally similar. An examination of the data of Table 2 supports this expectation. Thus, in the case of the experimental group, change in the desired and anticipated direction occurs on all fifteen scales; in the case of the conventional group it occurs on twelve of the scales. Were it not for the lack of a control group with which to compare the experimental and conventional groups, these findings would provide an extremely strong case that both programs are effective with respect to obtaining the citizenship goals posited for 9th grade social studies. The inability to employ a control group in the classic sense in this study already has been discussed. For this reason it is impossible to categorically assert that only the experience of 9th grade social studies courses is effecting positive changes in attitude and opinions pertinent to citizenship. Indeed, one would expect that other factors are contributing to these attitudinal changes. Notwithstanding this question, for purposes of the study we have assumed that if data from a control group were available, they would not contradict the manifest implications of Table 2, i.e., that both programs do have the effect of contributing to desired attitudinal changes, relevant to the overall citizenship objectives of 9th grade social studies.

Further examination of Table 2 might lead one to argue that the effectiveness of the experimental program is greater than that of the conventional group on the grounds that change in the desired direction for the experimental group takes place on all fifteen scales whereas for the conventional group it takes place on only twelve. It is doubted that this comparison alone justifies such an assertion. Rather, it would seem more appropriate to examine this difference within the context of additional data which bear upon the question of the comparative effectiveness of the programs.

A different way of looking at the same data is presented in Table 3 (pp.30-2). Here we discard the mean as a single index of change and provide information relative to the percentage of students in each of the two groups who improve, remain the same, or worsen between pre-treatment and post-treatment. The table also presents a single index which can be employed to summarize this change data. This index is the ratio of the number of students who improve to the total number of students who change in either direction (improve or worsen) for any given scale. This index, called herein the "improvement ratio," is based upon the work of Hyman and others (26, p.382). It provides an index which theoretically can span from zero to 1.0, and

TABLE 3. CHANGES IN OPINIONS AND ATTITUDES OF STUDENTS IN THE EXPERIMENTAL AND CONVENTIONAL GROUPS

Scale	Group	Summary of Change					
		Percent Improved	Percent Same	Percent Worsened	Total	N	Ratio of Improved/Changed
Civil Liberties "A"	X	59.1	18.2	22.7	100.0	44	26/36=.72
	C	56.0	22.0	22.0	100.0	50	28/39=.72
Civil Liberties "B"	X	43.2	22.7	34.1	100.0	44	19/34=.56
	C	58.0	8.0	34.0	100.0	50	29/46=.63
Civil Rights	X	40.9	31.8	27.3	100.0	44	18/30=.60
	C	46.0	24.0	30.0	100.0	50	23/38=.60
Tolerance	X	43.2	34.1	22.7	100.0	44	19/29=.66
	C	18.0	46.0	36.0	100.0	50	9/27=.33
Constitution	X	47.7	11.4	40.9	100.0	44	21/39=.54
	C	58.0	8.0	34.0	100.0	50	29/46=.63

TABLE 3. CONTINUED

Scale	Group	Summary of Change					
		Percent Improved	Persent Same	Percent Worsened	Total	N	Ratio of Improved/Changed
Stereotypy	X	68.2	2.3	29.5	100.0	44	30/43=.70
	C	60.0	6.0	34.0	100.00	50	30/47=.64
Authoritarianism	X	65.9	13.6	20.5	100.0	44	29/38=.76
	C	68.0	2.0	30.0	100.0	50	34/49=.69
Political Economic Conservatism	X	56.8	4.5	38.6	99.9	44	25/42=.60
	C	40.0	12.0	48.0	100.0	50	20/44=.46
Ethnocentric Image of Democracy	X	52.3	25.0	22.7	100.0	44	23/33=.70
	C	38.0	22.0	40.0	100.0	50	19/39=.49
Action-Apathy	X	43.2	22.7	34.1	100.0	44	19/34=.56
	C	40.0	22.0	38.0	100.0	50	20/39=.51

TABLE 3. CONTINUED

Scale	Group	Summary of Change					
		Percent Improved	Percent Same	Percent Worsened	Total	N	Ratio of Improved/Changed
Absolutism	X	45.5	15.9	38.6	100.00	44	20/37=.54
	C	42.0	18.0	40.0	100.0	50	21/41=.51
Individual Political Potency	X	43.2	15.9	40.9	100.0	44	19/37=.51
	C	52.0	10.0	38.0	100.0	50	26/45=.58
Group Political Potency	X	47.7	13.6	38.6	99.9	44	21/38=.55
	C	44.0	20.0	36.0	100.0	50	22/40=.55
Anomie	X	63.6	13.6	22.7	99.9	44	28/38=.74
	C	54.0	6.0	40.0	100.0	50	27/47=.57
Democracy	X	63.6	6.8	29.5	99.9	44	28/41=.68
	C	68.0	0.0	32.0	100.0	50	34/50=.68

while it does not take into account students who experience no change at all, it does provide a simple, summary index of change and its direction. Thus, an index of .2 indicates that 20 percent of the students experiencing change did so in the direction of improvement, .7 that 70 percent of the students experiencing change did so in the desired direction, and 1.0 that all students experiencing change did so in the direction of improvement.

The data presented in Table 3 provides a different perspective for viewing the changes which took place within the two groups during the course of the year. As is well known the use of a single group index such as a mean may obscure important aspects of the change process. Of course, the data of Table 3 are generally consistent with that of Table 2. Thus, in the case of the experimental group, the improvement ratio exceeded .5 on all scales with a range from .51 to .74. With the conventional groups, as would be expected, the improvement ratio exceeded .5 on all scales but three with a range from .33 to .72. As anticipated on the basis of Table 2 data, the lowest improvement ratios of the conventional group were for the Tolerance Scale (.33), the Political-Economic Conservatism Scale (.46), the Ethnocentric Image of Democracy Scale (.49), and the Action-Apathy Scale (.51). On eight of the 15 scales the improvement ratios of the experimental group exceeded those of the conventional group. On three the improvement ratios of the conventional group are greater than those of the experimental group. On the remaining four scales the improvement ratios are equal. While these particular differences raise some interesting questions, the resolutions of which require more data than that at hand, the general weight of Table 3 reinforces that of Table 2 and the tentative conclusions drawn therefrom.

The problem of making judgments as to the comparative effectiveness of the experimental as contrasted to the conventional program is complex. The data presented in Tables 2 and 3 provide some idea of this complexity. The issues involved relate to several factors. For example, it would be appropriate to raise questions relative to the pre-treatment differences between the mean values of the two groups as found in Table 2. It could be argued that interpretation of subsequent changes, particularly with respect to the comparative effectiveness of the two programs, would need to take into consideration these initial differences. For purposes of this study this problem was arbitrarily handled as follows: pre-treatment differences were viewed as random sampling fluctuations. Moreover, it has been decided to treat the differences obtained as not of sufficient magnitude to justify developing procedures by which that magnitude could be weighted for evaluating differences obtained at post-treatment time. It was further decided that Table 2, indicating as it does change in terms of differences between pretreatment and post-treatment means, would not be used to determine the relative effectiveness of the two programs. Rather a more cautious approach was employed: to treat Table 2 primarily in terms of providing a base for indicating the direction of change taking place in the students involved in the two programs. Table 3 was treated in like manner and the interpretations were based upon simple comparisons. This leads, however, to the conclusion that in terms of direction, if not magnitude, the changes observed on the scales tend to favor the experimental over the conventional group. Moreover, it is argued that these results are sufficiently suggestive to hypothesize, for purposes of a more rigorous and comprehensive investigation into this problem, that the experimental program, on the whole, is more effective in bringing about desired change in attitudes relevant to citizenship than is the conventional program.[14]

As previously indicated, a modified version of the Bogardus Social Distance Scale was employed in this study. This decision was predicated upon the use of the "comparative cultures" approach in the experimental program. One premise should be stated before examining these data. It was assumed that "effective citizenship" is correlated with such a measure as social distance. Thus, acceptance of persons of diverse nationality and racial groups is considered not only desirable but essential for effective living in a heterogeneous society such as ours. The implicit hypothesis stemming from this reasoning was that the experimental program, with its use of the comparative cultures approach,would provide a basis more effective than that of the conventional program by which students would come to be more acceptive of the diverse nationality and racial groups, which make up American society. Specifically we would expect the students of the experimental group to experience a more substantial reduction in negative social distance attitudes than conventional group students.

Table 4 presents the changes in social distance scores of students in the experimental and conventional groups. These data are presented in the same format as that employed in Table 3, i.e., the percentages of students whose scores improved, remained the same, and worsened during the course of the year. Also presented are the improvement ratios of the two groups.

TABLE 4. CHANGES IN SOCIAL DISTANCE SCORES OF STUDENTS IN THE EXPERIMENTAL AND CONVENTIONAL GROUPS

Group	Summary of Change					Ratio $\frac{\text{Improved}}{\text{Changed}}$
	Improved	Same	Worsened	Total	Number	
X	80.5	7.3	12.2	100.0	41	33/38=.87
C	67.3	6.1	26.5	99.9	49	33/46=.72

Inasmuch as both the experimental and conventional programs are concerned with creating attitudes of greater acceptance of nationality and minority groups, it would be anticipated that social distance scores would indicate change in a positive direction for both groups. An examination of the data indicates that this is so; thus, the improvement ratios of both groups were in excess of .5. However, an examination of the magnitude of differences between the two ratios indicated that 87 percent of those students in the experimental group whose scores changed did so in a positive direction while such was the case for only 72 per cent of the students in the conventional group. To state this result in its converse form, 12.2 percent (five students) of the experimental group had worse social distance scores at the end of the year while 26.5 percent (thirteen students) of the conventional group had poorer scores. Once again the general direction of the data under consideration would seem to favor the experimental group over the conventional group with respect to this dimension of citizenship behavior.[15]

As previously indicated, an objective of the experimental program was to employ pedagogical techniques that would create a learning climate which would provide students maximum support. Thus, planning of the program and its implimentation focused around providing students with graded and sequentially ordered experiences involving degrees of responsibility on the assumption that this was the best way to engender confidence and responsibility in students for their own intellectual and social growth. This required that the teacher very carefully restrict the ways in which she projected herself into the context of the classroom sessions. It necessitated on her part increasing the participation of students in the interactions within the classroom in this kind of constructive way. It was hoped that this kind of approach would contribute more to what is frequently called "reflective thought"[16] on the part of the student and would contribute to a growing sense of self-confidence as to his ability to identify, analyze, and judge problems examined within the framework of the experimental program. Clearly, the notion was not explicitly conceptualized in the research design and constitutes a rather tenuous proposition for testing. Nonetheless, it was decided to employ, as an exploratory device, a self-concept scale of academic ability developed by Brookover and others (5,6,7). It appeared on the basis of the manifest inspection of the instrument and its rationale that it might be correlated with the kind of dynamics hypothesized and described above. Thus, it was employed to provide both pre-treatment and post-treatment measures. These results, however, did not yield data which supported the speculation of the researchers. Thus, the pre-treatment means of the Self-Concept Scale were 26.6 and 28.1 for the experimental and conventional groups respectively. The post-treatment means were 26.1 and 27.5 respectively. Thus, the changes over time, while very slight if not negligible, were negative in both instances. Table 5 on the following page presents a summary of the change expressed in terms of percentages of students in the two groups who improved, remained the same, or worsened during the course of the year. Also included are the improvement ratios.

TABLE 5: CHANGES IN THE SELF-CONCEPT OF ACADEMIC ABILITY OF STUDENTS IN THE EXPERIMENTAL AND CONVENTIONAL GROUPS

Group	Summary of Change					Ratio Improved Change
	Improved	Same	Worsened	Total	Number	
X	36.4	18.2	45.5	100.1	44	16/36=.44
C	38.0	14.0	48.0	100.0	50	19/43=.44

These data provided no supportive evidence that either of the programs had a sufficiently strong impact upon their respective students to lead to positive changes in the self-concept of academic ability. Moreover, the explicit attention given to this dimension in the experimental group resulted in no evidence that these kinds of changes were taking place in the experimental group to a degree greater than in the conventional group.

In this study a Social Studies Test was developed and administered to the students in the experimental and conventional groups. Before interpreting the results of the test it is essential to underscore the original purpose of the instrument. The test was designed specifically with the experimental group in mind. Items included were of two sorts: the majority were based upon information and concepts that were to be incorporated intentionally into the experimental program; a second set of but a few items were included in the test for purposes of internal validation and variation but were excluded from the scoring of the test. The expressed purpose of the test was to obtain before and after information on the experimental group. The initial administration of the instrument was designed to provide certain information as to the degree to which students brought relevant information and concepts into the program before its initiation. The post-treatment administration of the instrument was to obtain measures to be compared with the pre-treatment scores. Notwithstanding this expressed purpose, data was collected for both of the groups and is presented here in a fashion that could lead to inter-group comparison. However, no comparative judgments are made for the reasons just given. The pre-treatment means of the Social Studies Test were 23.0 and 25.5 for the experimental and conventional groups respectively. The post-treatment means were 29.3 and 27.1 respectively. Table 6 provides a summary of change information following the format which has been employed throughout in this study. Viewing this instrument as a measure of the cognitive realm, it is appropriate to point out that in the experimental group 41 out of the 44 students in the experimental group did experience change and that 39 of these or 95 percent of the group experienced change in the direction of improvement.

TABLE 6. CHANGES IN SOCIAL STUDIES TEST SCORES OF STUDENTS IN THE EXPERIMENTAL AND CONVENTIONAL GROUPS

Group	Summary of Change					Ratio Improved/Changed
	Improved	Same	Worsened	Total	Number	
X	88.6	6.9	4.5	100.0	44	39/41=.95
C	62.0	8.0	30.0	100.0	50	31/46=.67

Data for both experimental and conventional groups were collected by means of the Occupational Aspiration Scale (23). The decision to employ this instrument was not based upon any hypothesis derivable from the research design of the study. Nor do the data yielded by the scale have particular relevance for the questions with which we are concerned. Rather, the use of the scale was justified on several other grounds. Inasmuch as the programs involved were concerned with vocational guidance, the scale was viewed as an instrument that could be employed to sensitize students to the complexities surrounding thinking about and planning for one's occupational future. It was hoped that the data yielded by the scale would provide information to the teachers as to the direction and range of students' interests in occupations. Lastly, the scale would provide information that would permit ascertaining whether the two groups, either at the pre-treatment or post-treatment times, were characterized by occupational aspirations similar or at variance with one another. An examination of these various purposes clearly indicates that none of them directly bears upon the central questions of this research; thus, the data to follow must be interpreted with this in mind.

The pre-treatment means of the Occupational Aspiration Scale were 43.2 and 42.7 for the experimental and conventional groups respectively. The post-treatment means were 39.1 and 43.3 respectively. It is difficult, given the approach taken in this study regarding the significance of differences between mean values, to make judgments regarding the meanings of these measures. For purposes of the research, these means were considered as generally comparable and the variation noted in the post-treatment means of the two groups was not considered significant. Table 7 presents a summary of the change data. In a matter such as change in occupational aspiration it is difficult to categorically assert the appropriateness of change in one direction or another. In this sense the use of the concept of improvement in Table 7 is misleading. A cautious approach requires that we point only to some internal fluctuation of a minor sort both in terms of shifting towards "higher" occupational aspirations and towards "lower" occupations during the course of the year.

TABLE 7: CHANGES IN THE OCCUPATIONAL ASPIRATION SCORES OF STUDENTS IN THE EXPERIMENTAL AND CONVENTIONAL GROUPS

Group	Summary of Change					Ratio Improved/Changed
	Improved	Same	Worsened	Total	Number	
X	52.3	0.0	47.7	100.0	44	23/44=.52
C	58.0	10.0	32.0	100.0	50	29/45=.58

As previously indicated, the Twenty Statements Problem instrument (29, 33) was employed in this study in an exploratory way only. A very primitive speculation led to its inclusion. It is appropriate that this idea be introduced before the data which the instrument yielded is examined.

The Twenty Statements Problem is an instrument in which the respondent writes the first twenty answers he thinks of in response to the question: "Who Am I?" These twenty statements are in turn analyzed on the basis of certain theoretical considerations by means of content analysis. At the grossest level, statements are categorized in terms of four modes. Category A subsumes propositions which "...provide identification without suggesting anything about social behavior since they refer to a more concrete level than that on which social interaction is based. They do not imply any particular interactive context" (33, p.4). Statements placed in Category B "... imply an interactive context and refer to positions which depend on performance in defined social contexts for their establishment and maintainance. It also can be said of statements in this category that they imply norms for the behavior of the person who identifies himself in this way and that they permit rather specific predictions about social behavior" (33, p.4). "The 'C' Category of self-identifying statements includes those which are abstract enough to transcend specific social situations. They describe styles of behavior which the respondent attributes to himself" (33, p.4). The D Category consists of statements which are "... so comprehensive in their references that they do not lead to socially meaningful differentiation of the person who makes the statement. Said another way, these kinds of statements are so vague that they lead to no reliable expectations about behavior" (33, p.5).

A more detailed examination of the above four modal categories in terms of which self-judgments are examined indicates several important differences between these sets. One of these is of particular importance in this study and will be commented upon. Category B may be differentiated from the other three by virtue of its concern with social interaction in its various structured forms. So-called "positional responses" are subsumed under this category: e.g., references to kinship, occupation, education, group membership, sex references and the like. The primitive assumption which led to the use of the Twenty Statements Problem was that the experimental program gave specific conceptual attention to notions such as social interaction, status, role, and group structure. (While these notions were clearly a substantive part of the conventional program they were not explicitly developed in terms of social science concepts as they were in the experimental program). For this reason, it was tentatively hypothesized that changes in self-statements in the experimental group would tend to favor modal category B when that given category was contrasted to changes in the conventional group.

Table 8 presents selected data yielded by the Twenty Statements Problems instrument.

TABLE 8. THE TWENTY-STATEMENTS PROBLEM: MODAL CATEGORY PERCENTAGES FOR STUDENTS IN THE EXPERIMENTAL AND CONVENTIONAL GROUPS

Modal Categories	Pre-treatment		Post-treatment	
	X	C	X	C
A	10.8	15.2	22.0	10.6
B	21.6	4.3	14.6	10.6
C	67.6	78.3	63.4	72.3
D	0.0	2.2	0.0	6.4
Total	100.0	100.0	100.0	99.9
N	37	46	41	47
Unclear*	7	4	3	3

*Not classifiable and excluded from N.

Employing the criteria used throughout this study in determining comparative significance of statistics, there appears to be no particularly strong evidence which would support the speculation which lead to the use of the Twenty Statements Problem. While the pre-treatment modal patterns for the two groups show some variations, a cautious approach to what these variations mean would suggest an explanation in terms of sampling fluctuations and/or the reliability of the instrument. The comparison of the pre-treatment and post-treatment percentages indicates general consistency over time with respect to the categories in which we are interested. When modal categories A and B are compared there is reasonable stability between pre-treatment and post-treatment measures for both the experimental and the conventional groups. When the B categories are specifically examined and changes are compared, at best the data provide no support for the reasoning put forth.

A Student Evaluation Questionnaire was developed and administered at the termination of both the experimental and conventional programs. This instrument was designed to provide subjective judgments by students regarding experiences in 9th grade social studies; this included their reactions to various elements which made up the program, pedagogical techniques employed, the degree to which they judged objectives to have been realized and so forth. Table 9 presents these results (pp. 41-2).

In the main, Table 9 data indicate that the experimental program had the most positive effect upon the students, that it employed materials of greater interest, and that it generally realized the goals of 9th grade social studies more effectively than did the conventional program.

As a measure of general student acceptance, item #1 should be considered. It posed the question: "If the course you had this year were not required, would you choose to take the course as an elective subject?" While 61.2 percent of the conventional group asserted they would not take the course if it were elective, only 27.3 percent of the experimental group asserted such would be the case.

A better understanding of this rather substantial difference in the subjective attractiveness of the experimental as contrasted to the conventional program is contained in item #2. Therein students were asked to make judgments relative to the materials and techniques used in the course. It is appropriate to note that in every single category the experimental was favored over the conventional program. In some cases the differences between the two programs were substantial. Notwithstanding the heterogeneity of the items subsumed under item #2, mean percentages were computed based upon all categories. Thus, when responses for the students in the two groups were pooled for all 9 categories, 43 percent of all responses by students in the conventional group were to the effect that the materials in question were not of "interest"; such was the case for only 9.3 percent of the total responses of the experimental group.

Items #3, #4, and #5 contained in Table 9 relate to objectives broadly held as part of 9th grade social studies. Item #3 dealt directly with matters pertaining to vocational and occupational decisions. This was the only item in the Student Evaluation Questionnaire in which the results favored the conventional program. Thus, while 62 percent of the conventional group indicated that their program did help them in thinking about what they will do for their life's work, only 54.5 percent of the experimental group so responded. Of course, this result was not surprising. Clearly, an examination of the programs in the two classes which composed of the conventional group indicates far more specific and concrete attention given to the matter of occupations per se. In the case of the experimental program, attention was given to placing work within the context of human society. Thus, work was examined in terms of its social origins, the way it becomes structured in a given

TABLE 9. STUDENT EVALUATION OF 9TH GRADE SOCIAL STUDIES: EXPERIMENTAL AND CONVENTIONAL GROUPS COMPARED

Question	Experimental Group (N=44)*		Conventional Group (N=50)*	
	Yes	No	Yes	No
1. In Lansing all 9th grade students are required to take Social Studies. If the course you had this year were not required, would you choose to take the course as an elective subject?	72.7	27.3	38.8 (49)	61.2 (49)
2. Did you find the materials used in this course this year interesting to you? Please check the appropriate column below.				
a. Films	100.0		87.8 (49)	12.2 (49)
b. Guest Speakers	84.1	15.9	75.6 (45)	24.4 (45)
c. Textbook	**	**	19.1 (47)	80.9 (47)
d. Other readings	81.4 (43)	18.6 (43)	60.9 (46)	39.1 (46)
e. Tapes	95.5	4.5	57.1 (28)	42.9 (28)
f. Records	92.7 (41)	7.3 (41)	29.2 (24)	70.8 (24)
g. Teacher lectures	78.0 (41)	22.0 (41)	45.7 (46)	54.3 (46)
h. Field Trips	97.6 (42)	2.4 (42)	84.6 (26)	15.4 (26)

TABLE 9. CONTINUED

	Experimental Group (N=44)*		Conventional Group (N=50)*	
	Yes	No	Yes	No
i. Class Discussion	95.5	4.5	51.1 (47)	48.9 (47)
Total	90.7 (343)	9.3 (343)	57.0 (358)	43.0 (358)
3. In our society every person spends a lot of time while growing up thinking about the work they will do for their life's work. Did your work this year in any way help you with this problem?	54.5	45.5	62.0	38.0
4. Do you feel that 9th grade social studies has helped you to better understand why people behave the way they do?	90.5 (42)	9.5 (42)	38.8 (49)	61.2 (49)
5. Do you feel that 9th grade social studies will help you to be a better citizen?	77.5 (40)	22.5 (40)	56.0	44.0

*Column data is expressed in percentages. The N on each question is 44 and 50 for the experimental and conventional groups respectively unless otherwise indicated in a parenthesis immediately below the given percentage.

**The experimental group did not employ a textbook in the traditional sense. All reading materials for this group are subsumed under the category "other readings."

society, and the way in which it is functionally related to other institutional forms of society. With this orientation, comparatively less attention was given to specific discussions regarding different occupations. This was done so on the premise that students need first a broader understanding and appreciation of the social organization of work, and that only from this base should they move to activities which focus upon specific occupations.

Item 4 in Table 9 shows a rather substantial difference between students in the experimental and conventional groups. Of the experimental students, 90.5 percent felt that 9th grade social studies helped them to better understand why people behaved the way they do; only 38.8 percent of the students in the conventional group felt this. Of course, this difference is qualified by recognition of the fact that in the experimental program explicitedly stipulated as a primary objective was the understanding of human behavior. This goal was not so precisely formulated and pursued in the conventional group. Nonetheless, great attention was given in the conventional program to personality and to social institutions, particularly political and economic, and these topics fundamentally deal with the how and why of human behavior. In this respect one of the most impressive conclusions drawn from the post-treatment interviews with students was the frequency with which those in the conventional group saw no particular association between their studies of personality, political and economic institutions and the understanding of human behavior.

A fundamental objective shared by both the experimental and conventional programs was to assist students in becoming better citizens. It is appropriate to note that a greater percentage of students in the experimental program felt that their experiences would in fact achieve this goal. In response to item #5, 77.5 percent of the experimental group as contrasted to 56 percent for the conventional group expressed the opinion that 9th grade social studies would help them to become better citizens.

One clear impression provided by the data in Table 9 is that students in the experimental group had a more positive reaction to their programmatic experiences than did those in the conventional group. Additional information in support of this was obtained from a question included within the format of the Self-Concept Scale. Students were asked the following:

> We would like to know how well you liked four school subjects - English, Mathematics, Science, and Social Studies. Please indicate how well you liked these subjects by putting "1" after the subject you liked best; "2" after the subject you liked second best; "3" after the subject you liked third best and "4" after the subject you liked the least.

Table 10 provides a summary of the data collected in response to this question.

TABLE 10. RANK ASSIGNED TO SOCIAL STUDIES WHEN COMPARED WITH ENGLISH, MATHEMATICS AND SCIENCE BY STUDENTS IN THE EXPERIMENTAL AND CONVENTIONAL GROUPS

Treatment	Group*	Rank Assigned to Social Studies				Total
		1	2	3	4	
Pre-	X	22.7	22.7	36.4	18.2	100.0
	C	18.0	24.0	34.0	22.0	100.0
Post-	X	47.8	25.0	13.6	13.6	100.0
	C	12.0	30.0	14.0	44.0	100.0

* N of X = 44; N of C = 50

It should be pointed out first that the pre-treatment rankings by the experimental and conventional groups were almost identical. Thus, dichotomizing the four pretreatment ranks, approximately 45 percent of the experimental and 42 percent of the control group identified social studies as either their first or second ranked subject. However, the post-treatment rankings provided a dramatic change. At the end of the year approximately 73 percent of the experimental group ranked social studies as either their first or second preferred course, and the conventional group indicated no change from their pre-treatment rankings. But Table 10 provides even more dramatic differences. Thus, for the experimental group, the percentage of students who ranked social studies first doubles by the end of the year, from 22.7 to 47.8 percent. At the other end of the continuum,in the conventional group the percentage of students ranking social studies as fourth, their last choice, doubles from the pre-treatment to post-treatment measures, from 22.0 to 44.0 percent. Again, we have strong evidence to corroborate the finding that students found the experimental program considerably more attractive if not more rewarding than the conventional program.

CONCLUSIONS AND RECOMMENDATIONS

Given the decision not to employ inferential statistics in the interpretation of the data of this study, it is particularly important that results be placed within a sequential context. Particular attention must be given to the accumulative weight of the direction of findings as evidenced in the various instruments employed. As important measures of the dependent variables of citizenship, a number of scales developed by Hyman and others (26) were employed in this research. The data provided by these scales supported the relevance of both programs to education for citizenship. While certain internal variations on several of these scales properly require interpretation which is outside the scope of this pilot effort, these data were viewed as sufficient to provide initial support for the argument that a more comprehensive and rigorously executed investigation, following the leads of this pilot study, is justified. Added weight to this tentative conclusion was evidence provided by data from the Bogardus Social Distance Scale. This evidence clearly favored the experimental over that of the conventional program with respect to increased acceptance of racial and nationality groups.

There were several sets of data collected which were not relevant to the assessment of the comparative effectiveness of the two programs but were of sufficient interest for reasons specified to be used. These instruments included a social studies test and an occupational aspiration scale. Two other tests thought possibly to be of relevance to the variables of the research design were employed: one dealing with the student's self-concept of his academic ability, the other with self-identity. In the case of the latter two instruments data provided by them gave no confirming evidence suggesting any differential effectiveness between the experimental and conventional programs.

In several different ways the students made evaluative judgments about the programs. These subjective judgments clearly indicated that the experimental program was the more interesting if not more rewarding one. In addition, the students, for the most part, indicated that they felt the experimental program was more successful in achieving specified goals of 9th grade social studies. While popularity is not a sufficient condition by which to judge an education effort, data of a more objective sort seemed to corroborate this positive student response. Thus, in terms of content and general format, the experimental curriculum developed appeared generally successful. Also to be noted was the fact that the experimental program seemed attractive to students whose talents and interests covered a spectrum characteristic of the typical 9th grade social studies class. This is important to note inasmuch as some teachers, at the planning stage of the research wondered if the experimental program might be appropriate for the so-called superior but not for the "average" student. In this regard the teacher of the experimental program felt that the curriculum had significant merit for both the fast and the slow learner with both in the same setting.

In the broadest sense the purpose of this pilot project was to evaluate the effectiveness of an alternative approach to the broad objectives relating to vocational and citizenship education with which 9th grade social studies in the public schools of Lansing, Michigan is concerned. The study had as its three major concerns: the development and use of instructional content to provide students with a basic understanding of the nature of human society as a framework for considering the work and citizen roles, the use of such instructional content and varied pedagogical techniques in order to bring about change in social attitudes basic to effective citizenship, and the comparison of the current conventional approach to that of the experimental one in order to ascertain any differential merits. Being a pilot study, its specific objective was to collect and analyze data that would provide a basis for ascertaining whether or not a more comprehensive study should be carried out. Notwithstanding the number of qualifications which must be made regarding the findings of the study and some of the contradictions noted in the results themselves, it is felt that there is sufficient evidence to justify moving from this pilot phase to a more comprehensive and rigorous investigation. All things considered, the interpretation of data, primarily in terms of direction, tends to favor the argument of the relevance, if not selected superiority, of the experimental program over aspects of the conventional program. This is not to say that we are suggesting that a more complete study would lead to a recommendation that the conventional program be replaced by the experimental one. Rather, we are saying that there seems to be sufficient merit in the experimental program to justify a more rigorous assessment of the approach, and that if such a study were to be carried out, we would anticipate findings which would ultimately lead to the identification of selected content, pedagogical techniques, and emphasis which could be integrated into the current 9th grade social studies curriculum in a way that would generally strengthen the program.

For purposes of this report it would seem inappropriate to detail the nature of the comprehensive study required. From what has been reported herein, the problem should be clear and the general intent of the experimental program understandable. At the same time, the limitations of the pilot study have been pointed out, and any subsequent investigation should be alert to some of the problems associated with definition of variables, sampling, statistical tests and the like. In summary, this pilot study does advance a curricular concept considered to house merit. Moreover, it does provide a foundation upon which a thoughtful research design can be constructed and a more comprehensive investigation can be carried out. It is hoped that those interested in this approach in particular and in these educational issues in general can realize the potential promise of this initial effort.

FOOTNOTES

1. See Appendices D and E for summary statements of purposes and objectives of Social Studies 5 and 6 respectively as drawn from the Curriculum Guide: Junior High School Social Studies (14).

2. This effort is reported by Brubaker (9).

3. Appendix A contains a copy of the revised proposal submitted to and funded by the U.S. Office of Education, Division of Comprehensive and Vocational Education Research.

4. Briefly, the scores reported in this table are based on the following instruments. "Verbal Ability" refers to the Verbal Reasoning Test, one of a battery of nine in the Differential Aptitude Tests. These tests, developed by George K. Bennett, Harold G. Seashore, and Alexander G. Wesman of the Psychological Corporation, have been in use for 16 years and are considered to be valuable tools in the field of testing. The California Reading Test, developed by Ernest W. Tiego and Willis W. Clark of the California Test Bureau, is a standardized test for grades 7 through 9. With respect to GPA scores, in the Lansing Public Schools the school year consists of two semesters and a social studies grade is given for each semester. Because social studies is a required course in 7th, 8th, and 9th grades, all students except a few transfer-in students had grades reported for all four semesters. In all cases, the total grades available were used for the average. The numerical system used for this computation was the simple weighting: A=4, B=3, C=2, D=1, and E=0.

5. "Reflective thought is the active, careful, and persistent examination of any belief, or purported form of knowledge, in light of the grounds that support it and the further conclusions toward which it tends" (35, p. 934).

6. In contrast to many projects in curriculum change, it is to be emphasized that only the core material of each unit was thought to be necessary to the realization of the basic objectives of this research. A fundamental belief of the persons involved in this project was that teaching par excellance requires that the classroom teacher be vitally involved in the development of the curriculum as it is to be used in the classroom and that the teacher be properly familiar with the core of the materials. For these reasons, we have excluded in this report all details of the curriculum such as examinations, individual projects, activities, etc. These ideas come in abundance to the teacher excited and knowledgable about the potentials of the materials and, we believe, stimulates the kinds of creativity necessary to the self-conception of the excellent teacher.

7. Both experimental and conventional groups were required to take aptitude, achievement, and personality tests during their respective courses. In addition, all students had to fill out a profile sheet which contained important personal data. Finally, teachers were required to finalize for each student a tentative high school program.

8. The activities described in footnote 7 were carried out during the treatment of this unit, just prior to the termination of the first semester.

9. See Appendix C, "Pictures in the Mind."

10. See Appendix B, "Resources Used in the Development and Teaching of the Experimental Program."

11. See Appendix I: Student Evaluation Questionnaire.

12. See Appendix J: Social Studies Test. To measure informational content acquired by students, our concern was with only the basic concepts presented in the experimental course. A true-false questionnaire was developed in which statements were made about the concepts. The students were instructed to mark the statement T, F, or ?. The teacher did not see this questionnaire at any time so that "teaching for the test" would be eliminated. Neither the reliability nor the validity of the test was established; it was meant to be used as a rough measure.

13. See Appendix H: Bogardus Social Distance Scale.

14. Appendix M and Table M-1 examine these data in terms of issues surrounding the use of tests of significance.

15. As might be expected, the social distance data presented in Table 4 can be expressed and manipulated in several different ways. One is presented herein for purposes of cautioning against any tendency to categorically assert the superiority of the experimental program over that of the conventional one in regard to this dimension. Thus, the computation of a single social distance mean which summarizes the data for all 20 racial and nationality groups yielded the following means:

	Pre-treatment $\overline{M}$	Post-treatment $\overline{M}$	Change
Experimental Group	2.15	1.69	-.46
Conventional Group	1.73	1.55	-.18

With respect to the magnitude of change, these data favor the experimental group. On the other hand, it is unclear as to what significance the initial differences in pre-treatment means have for the potential of change in the two groups, and for the interpretation of the post-treatment means and magnitudes of change.

16. See footnote 5 and its source (35, p. 934).

17. See Appendix I for the Student Evaluation Questionnaire.

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APPENDICES*

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*Added to each page number in the following section is a capital letter which identifies the appendix of which the page is a part. For example, -57A- identifies page 57 as part of Appendix A etc.

APPENDIX A

Proposal S-149-65
Project S-302

Project Title:	Teaching Vocational and Citizenship Education in Social Studies
Submitted by :	Michigan State University East Lansing, Michigan 48823
Initiated by :	.... Kay M. Howell Research Assistant Area Code 517, 332-3960
Sponsored by :	.... Wilbur B. Brookover Director Social Science Teaching Institute Michigan State University Area Code 517, 355-2367
Transmitted by:	.... Philip J, May Vice President Business and Finance Michigan State University Area Code 517, 355-0204
Date Transmitted:	August 28, 1964
Date Revised :	May 26, 1965

1. Abstract.

(a) Objectives. The broad objective of this pilot project is the development of a more effective instructional program to teach vocational and citizenship education in the public schools. To be employed is a new approach using relevant social science concepts within a comparative cultures framework. The specific objective of this proposal is to evaluate the effectiveness of this pilot project, to determine whether or not a larger investment should be made in the preparation and testing of instructional materials specifically designed for such an approach to vocational and citizenship education.

(b) Procedures. The pilot instructional project will be carried out at Pattengill Junior High School, Lansing, Michigan during the 1965-66 school year. The population to be sampled will be approximately one hundred and twenty ninth grade social studies students randomly selected and grouped into two experimental classes and two control classes all of which will be taught by the same teacher. In the experimental classes, the comparative cultures approach will be used with social science concepts such as culture, society, group, role, status; while in the control group the traditional approach employed in the school system, a direct study of occupations in the world of work and a structural presentation of local, state and federal government, will be used.

The variables to be evaluated will be of two main types, informational and attitudinal, to determine if the experimental groups differ from the control groups. On an informational level, a single instrument concerned with core information will be developed. On an attitudinal level, adapted scales from previous studies dealing with such dimensions as occupational aspirations, authoritarianism, stereotypy, anomie, absolutism, tolerance, ethnocentrism, etc. will be administered.

2. Problem.

Vocational guidance and citizenship education to assist youth in becoming active and participating members of society have long been accepted as responsibilities of the public school system. Most frequently approaches used to accomplish such education are direct and narrowly prescribed. Thus, psychological testing, and studies of particular occupations are employed in the more traditional approaches to vocational guidance. In the case of civics, structural study of local, state, and federal government is generally the course content.

It is thought that such traditional approaches are inadequate to provide the kind of vocational and citizenship education necessary for youth today. It has been widely observed that student response to such courses has been unenthusiastic. Also, legitimate questions have been raised about whether or not these approaches have been particularly effective in the preparation of active and participating citizens. It is believed that the failure of the traditional approaches is due to the lack of an integrated framework and a socially meaningful perspective necessary in approaching these areas.

The kind of framework deemed necessary is one in which the individual sees the world of work and the spheres of the citizen within the broad context of "man in society." In such a perspective the work role and the citizen role would be seen as parts of a universal and collective response of man to shared problems. This general framework would be illuminated by the more detailed understanding of personality, group, and culture. Such a perspective would also provide a foundation not only for future social studies courses, but also a vantage point from which the subject matter of other areas can be viewed.

Furthermore, the course being developed in this project is designed to accomplish the understanding of vocational and citizenship roles in our society through a comparative cultures base. Underlying the rationale for this comparative cultures approach are two major assumptions. First, it is assumed that the basic goals of education in general can be achieved better if students become actively involved in "reflective thought" concerning what they believe about social man and human society, why they believe what they do, and what are the consequences of these beliefs---for themselves and for their society. Second, it is assumed that students find such reflective thought difficult in large part because they are so enmeshed in their own culture that they find it hard to achieve the detachment required to freely understand the nature of their own society and of their roles therein. It is felt that the comparative cultures approach can better provide for the kind of objectivity needed for such reflective thought.

3. Related Literature.

Presently much is being written about revision of the curriculum in the social studies, and it is generally agreed that the social sciences can contribute greatly to the improvement of instruction at all levels of the public schools. To date, no other program has had the precise objectives of this study although a number have pursued parallel and related issues.[1]

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[1] For example, see Griffin, W. F., "The International Component of Citizenship Education," Social Education, February 1963, pp. 69-74; Gage, N. L., Handbook of Research on Teaching, Chicago: Rand McNally & Co., 1963; Hanvey, Robert G., "Raising the Standard of Learning in the Social Studies," Social Education, March 1963, pp. 137-140, 174; Hyman, Herbert H., Wright, Charles R., Hopkins, Terence K., Application of Methods of Evaluation: Four Studies of the Encampment for Citizenship, California: University of California Press, 1962; Social Education, April 1963 (entire issue deals with "Revising the Social Studies"); Spindler, George D., Education and Culture: Anthropological Approaches, New York: Holt, Rinehart and Winston, 1963; Redfield, Robert, Education and the Social Sciences, Chicago, Illinois: Anthropology Curriculum Study Project, 1964; Weingrod, Alex, "Anthropology and Social Studies," Social Education, January, 1956, pp. 5-9.

Previous work directly related to this proposal comes from the recent experience of Kay M. Howell (Co-Director of this pilot program). With the cooperation of her principal, Mr. Gary Fisher, and the Director of Secondary Education, Mr. Robert Chamerlain, Mrs. Howell explored the use of social science concepts within a comparative cultures framework with three ninth grade social studies classes at Pattengill Junior High School during the 1963-64 school year. This effort involved introductions to the nature of language as a tool of analysis, the function of concepts, social science concepts, and the technique of cultural analysis by means of presentations by the teacher of cultural profiles of the Hopi and the Eskimo cultures. In turn, student groups carried out cultural analyses of societies varying in degree of technological complexity--Semang, Navaho, Iroquois, Maori, Japanense--culminating with American culture.

During the first semester the emphasis was upon self-understanding. The major concepts studied included culture, group, role, status, personality, and socialization. Within this context the required interest and aptitude testing and senior high school planning were carried out. During the second semester, the dimensions of social organization were explored with particular emphasis upon the economic and political structure and problems of American culture as illuminated by the perspective acquired by previous cultural analyses.

The 1963-64 program was launched to get some sense of the merit in this kind of approach. It is felt that the manifest enthusiasm of both the teacher and students for this experience constitutes ground for a more rigorously conceived and evaluated test of the approach. On such a basis, it would be possible to determine the feasibility of a full scale experimental program,perhaps within the Lansing public schools along these lines.

4. Objectives.

The broad objective of this project is the development of a more effective instructional program to provide students with a knowledge of vocational and citizenship roles, appropriate attitudes involving participation in these roles, and a social science framework for the analysis and further understanding of such roles in a changing society. The general working hypothesis guiding this study is that the objectives of the course can be achieved more effectively through an instructional program based on relevant social science concepts and a comparative culture analysis.

The specific objective of this proposal is to evaluate the effectiveness of a pilot course designed as indicated above. We hypothesize that the new course will achieve the objectives indicated more effectively than the traditional course of one semester of vocational guidance and one semester of civics. It should be understood that available instructional materials for the new course are inadequate and many materials must be adapted to this purpose. The evaluation proposed here is, therefore, considered essential as a guide to determining whether or not a larger investment should be made in the preparation of instructional materials specifically designed for such a course.

5. Procedures.

(a) General Design. The pilot program will follow the classic pattern of experimental and control groups being differently treated with "before" and "after" measures taken to determine the effects of such differential treatment.

The "treatment" or independent variable of this study is the instructional approach employed. With experimental groups the comparative cultures approach will be used. With control groups the traditional instructional pattern based upon teaching practices employed throughout the school system for a number of years will be used. Instruction for experimental and control groups will be by the same teacher.

Measures will be taken both before and after the different instructional experiences. Designed to tap the independent variables of the program, i.e., students' understanding of the society of which they are a part and of their opportunities, rights and responsibilities as they prepare for the world of work and for their roles as responsible citizens, these measures will provide data indicative of the effects of the independent variable.

The actual experimental program to be presented during the 1965-66 academic school year will cover the following:

I. Language as a tool for human understanding
    A. The nature and function of concepts

II. The language of the social sciences
    A. Society viewed from the perspective of the social sciences
    B. Tools of social science: concepts
        1. Introduction to selected concepts

III. A. The cultural profile: a demonstration
    B. Cultural profiles: presentations by student groups

IV. Cultural profile of American society
    A. Dominant value orientations
    B. Major institutions (emphasis on political and economic)
    C. Socialization in American society; becoming and being an American

D. Social change

    1. Change in the economic order

        a. Planning and preparing for work in a society with a rapidly changing occupational structure

    2. Change in the political order

        a. The responsibilities of citizenship in modern mass society

Various means and resources will be employed in covering the above areas. Extensive use will be made of appropriate paper-back materials. A large part of such materials will relate to cultures other than that of the United States and will be employed to provide a comparative framework designed to assist students to understand more fully their own society. Selected magazines and newspapers acknowledged as outstanding in reporting matters of domestic and international concern will also be used. All such materials will be selected on the basis of recommendations by an advisory committee composed of professional social scientists and educators.

Appropriate use will be made of tapes, records, slides, and films to illuminate the comparative cultures approach. In addition, University faculty members will present materials and relevant topics not otherwise available. Several field trips to museums and programs of inter-cultural interest will augment this total effort.

(b) Population and Sample. The population to be sampled will be ninth grade students in Lansing, Michigan Junior High Schools, all of whom are required to take a full year of social studies--one semester devoted to vocational guidance and one semester devoted to civics. One hundred and twenty students will be randomly drawn from this population by the data processing procedures presently employed in the school, and each student will be assigned in random fashion to one of four equal sized classes of approximately 30 students. These four classes will be compared in terms of selected psychological and socio-economic indexes to verify inter-group comparability.

Two of these classes will be treated as experimental groups and subjected to the experimental program. The other two will be control groups and exposed to the traditional instructional techniques.

(c) Data and Instrumentation. Attitudinal, critical thinking, and informational instruments administered to experimental and control groups will provide the data to be used in evaluation of this project. All instruments will be administered by the project Co-Investigator and Teacher to all students in each of the four groups in the classroom setting. The measurements of attitude and critical thinking will be given before and after the application of the different instructional approaches.

Measurement of informational content will be made at the end of the project and will consist of a single instrument to be developed containing core information selected with an emphasis on basic understandings of human social organization and processes.

Attitudinal measurements to be employed will be instruments previously used in other studies appropriately adapted to the population of the study. They will consist of an Occupational Aspiration Scale[2] the Mooney Problem Check List[3], and a forty-six item questionnaire developed by the University of California evaluation of the Encampment for Citizenship program[4] which consists of several sub scales--authoritarianism, democracy, political-economic conservatism, stereotypy, constitution, civil rights, action-apathy, anomie, civil liberties, absolutism, tolerance, individual political potency, group political potency, and ethnocentrism image of democracy. Presently being considered is the development of an instrument to measure cross-cultural understandings. (Sample items are included in 10a)

A critical thinking test[5] will be given at the beginning and end of the project.

Observations of class sessions and student interviews will be carried out to the extent possible within the limitation of the project.

(d) Analysis. Appropriate T and F tests of the difference between control and experimental groups will be employed. Differences on achievement of the various informational and attitudinal objectives of the course and changes in attitudes during the academic year will be analyzed.

(e) Tentative Time Schedule. During the Summer of 1965 course outlines will be developed on instructional materials selected for the experimental course in the light of previous experience with a similar course. During this period evaluation instruments will be selected or developed. Pre-tests will be administered in September 1965. The experimental and control course will proceed during the 1965-66 academic year.

A progress report of work to date will be provided December 31, 1965.

Evaluation data will be obtained at the end of each semester and by observation at various periods during the year.

The data will be analyzed and the report written during the summer June-August 1966.

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[2] Haller, Archibald O., Miller, Irwin W., _The Occupational Aspiration Scale: Theory, Structure and Correlates_, Agricultural Experiment Station (Technical Bulletin 288), East Lansing, Michigan: Michigan State University, 1963.

[3] Mooney, Ross,L., _The Problem Check List_, Columbus: Bureau of Educational Research, Ohio State University, 1942; now issued by the Psychological Corporation, New York.

[4] Hyman, Wright, and Hopkins, _op. cit._

[5] _A Test of Critical Thinking_, Michigan State University, East Lansing, Michigan: Department of Evaluation Services, 1952 (Copyright by the American Council on Education).

6. Personnel

Project Director: Dr. Wilbur B. Brookover, Professor and Director of the Social Science Teaching Institute, Michigan State University. (PhD, University of Wisconsin in Sociology and Psychology 1943, High School Social Studies Teacher five years, Professor Social Science, Sociology and Education and various combined roles 1946-present. Author - Sociology of Education and numerous articles in the field.)

Co-Investigator: Kay M. Howell (Mrs.), Research Assistant, has taught a similar experimental course at Pattengill Junior High School, Lansing, Michigan. (B.A. Pennsylvania State University, 1954; M.A. Duke University (Sociology) 1958; Graduate Work, Michigan State University; Social Worker, Durham County, Durham, N.C., 1955-58; Social Worker, Ingham County, Lansing, Michigan, 1958-60; Social Studies Teacher, Lansing Public Schools 1961-65.)

Project Teacher: Joyce McGraw, Social Studies Teacher, Pattengill Junior High School, Lansing, Michigan. (B.A. Michigan State University 1956; part time playground work, Lansing; Social Studies Teacher, Lansing Public Schools, September 1962-1965.)

Advisory Committee: Mr. Robert Chamberlain, Director of Secondary Education, Lansing Public Schools, Lansing, Michigan.

Dr. Douglas Dunham, Chairman, Department of Social Science, Michigan State University.

Dr. John C. Howell, Assistant Dean, College of Social Science, Michigan State University.

Dr. Walter F. Johnson, Professor of Education, Guidance and Counseling, Michigan State University.

Dr. William T. Ross, Director, Asian Studies Center, Michigan State University.

7. Facilities.

This project has been approved by the administration of the Lansing Public Schools and Mr. Gary Fisher, Principal of Pattengill Junior High School is cooperating fully in arranging the class schedule and randomly selecting the students for the sections to be studied. All necessary facilities of this school are available. The consultation of the Social Science Teaching Institute and the Bureau of Educational Research Services of Michigan State University are available as needed. The University tabulating and 3600 computer facilities are available for analysis of the data.

8. Other Information.

a. The Social Science Education Consortium of Midwest Universities has verbally committed a grant of $1000 for the development of instructional materials for the experimental course. These funds will come from the development grant being made by the U.S. Office of Education to the Consortium.

b. A description of the project was submitted to the Social Science Education Consortium Executive Committee for the support indicated in a. above.

APPENDIX B

RESOURCES USED IN THE DEVELOPMENT AND TEACHING OF THE EXPERIMENTAL PROGRAM *

Basic Readings

Brown, Ina C. Understanding Other Cultures. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963, (ts).

Capp, Al. Mammy Yokums and the Great Dogpatch Mystery. New York: Anti-Defamation League of B'nai B'rith, 1956, (s).

Courlander, Harold. On Recognizing the Human Species. New York: Anti-Defamation League of B'nai B'rith, 1960, (s).

Dunham, Douglas. Pictures in the Mind. Unpublished manuscript, 1966, (s).

Goldschmidt, Walter. Ways of Mankind. Boston, Massachusetts: Beacon Press, 1954, Chps. 1, 2, 5,9, 10, 11, (st).

Lisitsky, Gene. Four Ways of Being Human. New York: Viking Press, 1956, Introduction, pps. 65-123, 211-284, (s).

Mack, Raymond W., and Troy S. Duster. Patterns of Minority Relations. New York: American Book Company, 1963, Chps. 1, 5, 6, 7, 8, (st).

Supplementary Readings

Beak, Carleton. Nomads and Empire Builders. New York: The Citadel Press, 1965, (ts).

Boas, Franz. Anthropology and Modern Life. New York: W. W. Norton and Company, Inc., 1932, (ts).

Bond, Gladys Baker. Little Stories. New York: Anti-Defamation League of B'nai B'rith, 1964, (s).

Bond, Gladys Baker. Mission Accomplished. New York: Anti-Defamation League of B'nai B'rith, (s).

Brown, Ina Corinna. The Story of the American Negro. New York: Friendship Press, 1936, (ts).

Dennis, Wayne The Hopi Child. New York: John Wiley and Sons, Inc., 1940, (t).

*Key

(s) Student reference primarily
(ts) Teacher reference which could be used by students
(t) Teacher reference only

Dobler, Lavinia, and Edgar Toppin. Pioneers and Patriots. Garden City, New York: Doubleday and Company, Inc., 1965, (s).

Dunn, L. C., and Thomas Dobzhansky. Heredity, Race, and Society. New York: The New American Library, 1946, (t).

Durkheim, Emile. The Rules of Sociological Method. Glencoe, Illinois: The Free Press, 1950, (t).

Firth, Raymond. Elements of Social Organization. Boston, Massachusetts: Beacon Press, 1951, (t).

Ford, Jesse Hill. "The Bitter Bread," Reporter, 34 (February 24, 1966), 44-47, (s).

Forde, Daryll C. Habitat, Economy, and Society. New York: E. P. Dutton and Company, Inc., 1963, (ts).

Golding, William. Lord of the Flies. New York: Capricorn Books, 1954, (s).

Goodman, Mary Ellen. Race Awareness in Young Children. London: Collier-MacMillan Lts., 1952, (t).

Handlin, Oscar. The Newcomers. New York: Doubleday and Company, Inc., 1959, (t).

Hayakawa, S. I. The Use and Misuse of Language. Greenwich, Connecticut: Fawcett Publications, Inc., 1962, (t).

Heilbroner, Robert L. The Worldly Philosophers. New York: Simon and Schuster, 1953, (t).

Jenness, Diamond. The People of the Twilight. Chicago, Illinois: The University of Chicago Press, 1928, (ts).

Kilpatrick, James Jackson. "A Conservative Prophecy: Peace Below Tumult Above," Harper's Magazine, 230 (April, 1965), 162-4, (st).

King, Martin Luther. Stride Toward Freedom. New York: Harper and Row, 1958, (st).

La Farge, Oliver. Laughing Boy. New York: Washington Square Press, Inc., 1957, (s).

Lee, Dorothy. Freedom and Culture. New York: Prentice-Hall, Inc., 1959, (t).

Lord, Walter. Perry to the Pole. New York: Harper and Row, 1963, (s).

Maxwell, Moreau. Eskimo Family, New York: Meredith Press, Encyclopedia Britannica, 1962, (s).

Mead, Margaret, People and Places. New York: Bantam Books,Inc., (Bantam Pathfinder Editions), 1959, (s).

Montagu, Ashley. *What We Know About "Race"*. New York: Anti-Defamation League of B'nai B'rith, 1958, (t).

Nair, Kusum. *Blossoms in the Dust*. New York: Friderick A. Praeger, 1964, (ts).

Noar, Gertrude. *Living with Differences*. New York: Anti-defamation League of B'nai B'rith, (t).

The Odd Man. New York: Anti-Defamation League of B'nai B'rith n.d., (s).

Orwell, George. *Animal Farm*. New York: The New American Library, 1946, (s)

Pendlebury, J. D. S. *The Archaeology of Crete*. New York: W. W. Norton and Company, Inc., 1965, (t).

Piggott, Stuart. *Approach to Archaeology*. New York, Toronto: McGraw-Hill Book Company, 1959, (t).

Roat, Earl, and Seymour Lipset. *Prejudice and Society*. New York: Anti-Defamation League of B'nai B'rith, 1959, (5).

Robinson, Marshall A., Herbert C. Morton, and James D. Calderwood. *An Introduction to Economic Reasoning*. Washington, D. C.: The Brookings Institution, 1956 (t).

Stevenson, Ian. "People Aren't Born Prejudiced," *Parents Magazine*. 35(February, 1960), 40-41 (s).

Suggs, Robert C. *The Hidden Worlds of Polynesia*. New York: The New American Library, 1962 (s).

Thomas, Elizabeth Marshall. *The Harmless People*. New York: Alfred A. Knopf, 195[illegible] (ts).

Watson, Jane Werner. *The Sciences of Mankind*. New York: Golden Press, 1960, (s).

Films

Alaskan Eskimo. 27 Min. (Walt Disney Productions, Inc.) Alaskan Family Life.

All Quiet on the Western Front. (1930) 103 min. The waste of war--seen from the German side--told through the stories of seven schoolboys who enter the imperial army in 1914.

The Alphabet Conspiracy. 60 min. (Bell Telephone Company). An exploration of languages.

A Time Out of War. 22 min. (Contemporary Films, Inc.). An interlude in the fighting on the margins of the American Civil War. Two Union soldiers and a Confederate soldier pause on opposite sides of a stream. They agree to an hour's cease-fire and cautiously talk.

Debt to the Past. 21 min. (Moody Institute of Science). Modern inventions and knowledge as progressions from principles discovered long ago.

Helen Keller and Her Story. 45 min. (de Rochemont). Film traces her career from birth until her age of 76.

Hopi Indian. 11 min. (Coronet Instructional Films). Customs, habits, and ceremonies in the daily life of Hopi; tribal functions.

Hopi Indian Arts and Crafts. 11 min. (Coronet Instructional Films). Distinctive handicraft of Hopi Indian.

Hopi Kachinas. 10 min. (ACI). Kachina dolls furnish the key to understanding Hopi culture.

Living. 8 min. (Contemporary Films, Inc.). The shock and impression left behind by war on its witnesses is conveyed by selected newsreel excerpts of faces from the family of man.

Man and His Culture. 15 min. (Encyclopedia Britannica Films, Inc.). Variety of cultures; similarities and differences; how cultures are studied and transmitted; how they change.

Nanook of the North. 54 min. (Athena Films, Inc.). Robert Flaherty documentary of Eskimo communal life in Hudson Bay Territory.

Nineteen Forty-five. 28 min. (A United Nations Film, International Zone Series). A backward look is taken into the events of 1945.

Social Insects: The Honeybee. 24 min. (Encyclopedia Britannica Films, Inc.). Comparisons between the honeybee's social life and human society.

To Kill a Mockingbird. 129 min. (Contemporary Films, Inc.) An adaptation of Harper Lee's Pulitzer Prize novel.

Recordings

Behan, Brendan. Irish Folksongs and Ballads. Spoken Arts, 760.

Goldschmidt, Walter. The Ways of Mankind. National Association of Education Broadcasters.

(1) "Stand-In for a Murderer", Len Peterson. A study in culture.

(2) "A Word in Your Ear", Lister Sinclair. A study in language.

(3) "When Greek Meets Greek", Lister Sinclair. A study in values.

(4) "You Are Not Alone",George Salverson. A study of groups.

(5) "Legend of the Long House", Lister Sinclair. A study of authority.

(6) "All the World's a Stage", Lister Sinclair. A study of status and role.

(7) "But I Know What I Like", Lister Sinclair. A study in art.

Kuroth, Gertrude Prokosch. "Songs and Dances of Great Lakes Indiana." Monograph Series of the Ethnic Folkways Library P1003 FM 4003.

"Latin American Festival." Monitor, Music of the World MF 390.

Sabicas and Escudero. "Flamenco, Styles on Two Guitars." Montilla High FI FM 105.

Shankar, Ravi. "Sounds of India." Adventures in Sound, Columbia High FI WL 119.

"Survival of the A-Bombs in Hiroshima" (Unpublished recording of guest lecture by Mrs. Shebama at Pattengill Junior High School, April 1964).

APPENDIX C

PICTURES IN THE MIND

By

Dr. Douglas Dunham*

From the time you were old enough to begin to understand words, you have been developing a particular way of looking at people around you - your parents,your friends, your teachers or at strangers. You also have been developing a particular way of looking at every situation which you experience or which you read about or hear about. Gradually you have developed pictures in your mind to describe a lot of people you know or have heard about or pictures,in your mind about places or things. The interesting thought is that while you have been doing this, so every other human being on the face of the earth has been doing the same thing. People everywhere have developed pictures in their minds. It is not surprising then that two or more people can look at the same thing or even share the same experience and yet have quite different interpretations or explanations of it.

When most of us were children we seemed to have a word in our vocabulary which - to adults around us - probably made us sound like a broken record. We were forever asking the question, "Why?" - or variations of "Why" like, how? or where? or what? We wanted to know, why does it rain? Why does Suzie's mother have black hair? Where does the white in the snow go when it melts? why, why, why? Those of you who have little brothers or sisters know how often they are asking the "why" questions.

What we were trying to do in our child-like way was to learn what this world of ours was all about. As we grew older and started to school, our teachers and our text books filled in some of the gaps in our knowledge. Our experience broadened, we met new and different people and other gaps in our knowledge were filled in. Gradually we developed a picture in our mind about our environment and about the people in it. We began to see, rather unclearly to be sure, how we seemed to fit into this picture. And yet, what different pictures of the world around us each of us has developed. For some of us, the world seems completely unorganized and our picture is a jumble of clashing colors and blobs of paint. People seem to be going places and doing things and events seem to be happening here and there with no particular rhyme or reason.

Some of us see the world as made up of mere chance and accidental happenings; that there seems to be some powerful force which directs our every action. People are like puppets on a string going through the motions of living and powerless to change the picture in any way.

Still others of us have a very imperfectly formed picture and we seem to depend on somebody else to give us the "true" picture whenever we ask, "Why?" We are satisfied when someone gives us the answer, "just because that's the way it is! We pursue the question no further, content to settle for the simple explanation. Furthermore, it is rather comforting to find things so simple. There doesn't seem to be anything to worry about because somebody tells us what the picture is, or we have heard it over the radio, or TV, or we read about it in the newspaper, or our girl friend or boy friend told us. Somebody else has done our thinking for us and supplied us with the "answers." Somebody else is our authority.

On the other hand, some of us have painted the pictures in our mind exactly in terms of what seems to be obvious to us. Thus what we think is the real world is exactly what it seems to be on the surface of things and we put everything into our picture just as we see it or as we think we see it, and that is that. If the moon looks like it is made of green cheese, then we confidently say that "obviously the moon is made of green cheese." It is common sense. The moon looks like cheese so it is cheese. Perhaps you can think up an example where you have discovered that appearances can be misleading and what seemed so obvious turned out to be something quite different.

The job of forming pictures in our mind is as old as mankind. Explanations and answers to the "why" questions have created a whole art gallery of different pictures and just like everything else, we change these pictures in our mind from time to time as we move from childhood to adulthood. The answers too have changed from generation to generation. If we had lived two thougsand years ago, we would have quite a different picture of the world around us than what we have today. If then we had asked, "Why does the sun rise in the east and set in the west?", we would have been told that the sun was carried in a golden chariot that started every morning in the east and floated over the sky to the west in the evening and then disappeared from sight at the edge of the earth. Of course somebody asked, how did the sun get back to the east? The answer given was the sun sailed in a boat underneath the earth during the night time and reappeared at the eastern edge of the world to start the journey through the sky again. Incidentally, the sky was held up by four giant pillars! This was the picture in the mind over two thougsand years ago. This picture was considered "fact" and "true" as far as the people of that time were concerned.

If we had lived in the Middle Ages, and if we had asked "Why does the king rule over us?", we would have learned that it was a fact that the king was God's chosen representative on earth and that therefore the king ruled by divine right.

You are all familiar with the picture that Columbus had in his mind about the shape of the earth and you will remember reading how other people thought Columbus was crazy. They said that if he sailed west, he would fall off the edge of the earth. The picture in their mind portrayed the earth as flat. Many other examples could be given to illustrate the point that we would have painted quite a different picture of "the way things are" if we had lived a long time ago in comparison with the pictures our generation sees today.

Social science is an approach to knowledge and reality. In the preceding paragraphs we have seen that everyone tends to develop pictures in their minds about the world around them; that some people use superstition to explain things, others rely on the "authority" of others, some use "common sense", others use hearsay or even gossip. Social science is also a method of developing pictures in our minds of the world around us. It differs from other approaches because it uses the methods of science in pursuit of explanations and tries to make the pictures an accurate one.

Let us look at some of the main characteristics of social science and its approaches. First of all, social science shares with the physical and biological sciences (Chemistry, Biology, Physics, etc.) certain assumptions or pictures in the mind about the basic nature of things. For example, the social scientist, like other scientists, assumes that there is regularity and uniformity in the world around us; that there are patterns which can be picked out and studied and analyzed. The chemist, for example, knows that when he combines two particular elements in the laboratory, he can expect a particular result - there is a patterned reaction. The social scientist thus starts with the idea that people can be expected to behave in certain uniform and regularized ways in a particular set of circumstances: that there are patterns of behavior. Whether or not you have really been conscious of the regularity of human behavior, a vast proportion of your behavior is based on the notion that given a particular situation, people will behave in a particular regularized way. For example, you have come to expect your teachers to behave in a particular way in a classroom situation and you govern your own behavior in terms of the expected behavior of the teacher and the other students. There is a definite pattern to your behavior - given a classroom situation. On the other hand, in a different situation, say at a football game, your behavior is different but nonetheless it reflects a regularized pattern way - you cheer, or yell or scream when your team scores a touchdown and you are not surprised that others around you are behaving in the same patterned way. Indeed, you would be quite surprised if the crowd at a football game did not exhibit this kind of expected behavior. So regular and uniform is the behavior in certain situations (a classroom, a football game, etc.) you can predict within broad general limits what the behavior will be. You can develop quite an accurate picture in your mind because of this basic regularity and uniformity of behavior. Take a sheet of paper and divide it into two columns. In one column make a list of different behavior situations (a classroom setting, a family setting, a church setting, a drive-in movie, etc.) In the other column briefly list the kind of behavior each setting or situation calls for. Then compare your description of the patterns of behavior in each situation with those of another person in class who has chosen the same situation. You will no doubt find a great similarity in your papers. Each of you are describing a pattern, a uniformity, or regularity in human beings given a particular setting or situation. (How would you account for differences between your paper and that of another student?)

Social science thus starts out with the assumption that human beings exhibit regularized pattern behavior which can be studied and analyzed. Note how different this notion about the nature of things is, from the person whose picture of the world around him is based on the notion that there is no rhyme or reason to anything, that it is all just a matter of change or sheer accident.

A second characteristic which the social sciences share with the other sciences, is what we might call the scientific attitude. Another way of putting it is to speak of the frame of mind of the person who uses the scientific approach to knowledge and reality. This frame of mind or attitude is called objectivity. That is, the person tries to approach a problem free from bias and prejudice. He tries not to let his own personal likes or dislikes enter into his study of a situation. He wants to avoid the possibility of his own beliefs and values coloring his conclusions or findings until he has gathered as much information as he can about whatever it is that he is studying. This is easier said than done because all of us have built-in likes and dislikes which we have learned in the process of living. We all have pictures in our minds about a lot of things, some of which we have experienced, others which we only know from reading or hearing about them. The scientist then has to rule out his personal thoughts about a problem or a situation and let the information that he gathers about the problem lead him where it will - even though he might personally dislike what he finds out. Social Science and You. To be sure, not all of us will be scientists. Not all of us will be able to find the time to systematically and scientifically investigate every situation that confronts us. But we can all adopt the scientific attitude when we are confronted with decisions to do this or to do that, or when we are called upon to choose this vocation, or that one, this job, or that one, or when we are called upon to take a position for or against some thing. We can avoid jumping to conclusions based upon what seems obvious (actually there usually is a lot that we do not or cannot see even in the most commonplace situation). We can raise questions rather than simply accept what somebody told us. (That person may not really know any more about the situation than we do.). We can try to reach a conclusion which is not colored or influenced by our personal likes or dislikes. We can withhold judgment until we have gathered as much information as we can about a person, a problem or a situation.

The value of this approach to you can perhaps best be seen by asking youself this question: Is it better for me to base my conclusions on how I happen to feel at the moment? Is it better for me to judge another person on the basis of my own prejudices - my likes or dislikes or is it better for me to be objective about a person or a problem - to withhold judgment or reaching a conclusion about something until I know the whole story insofar as I can get it? Another way of putting it is to ask youself, Do I want other people judging me on whether or not they like the way I look, or on whatever it is that somebody tells them about me, or reaching a conclusion about me as to what kind of person I am when they have never even met me?

And finally, you might want to ask this question: What can I expect from social science findings? Will social science give me the "answers" to some of my problems or to some of the problems that confront the world today? A social scientist would have to fight down his wish to say that you can expect a solution to everything that is bothersome. He would like to say to you that he has all the answers, but if he is a true scientist, he will have to say that he cannot supply you with answers - that he can supply you only with the information necessary for you to make a reasonable judgment about what is the best course of action. He can say to you, if you have certain goals or objectives in mind, that there are several ways by which you might achieve that set of goals and objectives. He would caution you, however, that there are consequences or results that you must expect in following one course of action as opposed to another. He would point out alternative solutions to you rather than the solution. The social scientist would be able to point out that you could follow alternative A rather than alternative B and that you can expect certain consequences or results from each. He can tell you what you can do, not what you should do. You would have to weigh these consequences in terms of your personal values and those of your society in which you live and thus reach a decision in terms of your values and beliefs.

Since you are taking a course in school, you might also have another question. How do I study social science materials? What will be required of me? First of all, if you recognize that social science is not supposed to give you "answers" but only give you the mental tools with which you can find your own answers, then you won't be content to just memorize a lot of information or definitions and let it go at that. You will have to be able to take what the information shows, or the definitions you have learned and fit them into a real situation. You will have to gradually develop a new skill and this will be a real challenge to you - a skill which enables you to apply what you have learned and to see relationships between different things. For example, if you were taking a course in Automobile Mechanics, merely memorizing all the parts of an engine would hardly be enough for a real understanding of how the engine works. If you could not see how one part fitted into another part or how the two parts were related to several other parts, you would not really understand the subject of automobile engines.

The world around us is something like an automobile engine. Memorizing all the parts or bits and pieces of our environment still would not give us a real understanding of how this world of ours or the people in it really work. Each bit and piece of people's behavior, each characteristic of a problem area all fit together. They are interrelated. Only by seeing how one thing is related to another can real understanding develop. From this you will begin to develop the notion that things are not as simple as they seem. You will be hesitant to accept the simple "pat answers" to a complicated problem. You will learn to start asking questions rather than accepting someone else's "answer." And finally, your understanding of yourself, your future job or of the people around you, or even in foreign lands will be somewhat clearer because the picture in your mind is apt to be closer to the realities of the situation.

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APPENDIX D

Summary Statement
of
Purposes and Objectives of Social Studies 5

Lansing Public Schools*

You, who are teachers of Social Studies 5, have been given an opportunity to provide a tremendous service to the young people in the schools of Lansing. You have been given the very important task of serving in the guidance role to assist ninth graders to know themselves, to study occupations, and to plan their senior high school program.

The first phase of the semester's work deals with self-analysis which is accomplished with the use of an interest inventory, the aptitude, achievement and personality testing, and the study of the student's own school record. Valuable background information to aid the student in understanding the need for early scholastic and career planning will be found in textbook materials and in the films which are supplied to the schools by the Audio-Visual Department of the Lansing Public Schools.

In addition to self-analysis discussed above, sound educational programs are based also upon the students having had a real and worthwhile experience in exploring the many possibilities open to him vocationally. It is important that sufficient opportunity be provided for the study of the world of work. The school library, and films and the textbooks materials will supply much in the way of basic material, and the teacher and students will seek and use many supplementary means and information. The ninth grade is not the time to select for study a particular job, but rather it is a time to explore a field of work or an interest area.

After the self-analysis and the survey of occupations, the student will be better prepared to plan a tentative program for senior high school in keeping with his interests and abilities. Teachers are not to be discouraged by the fact that students will change their minds on subject selection or even on course selection. Social Studies 5 should have as its purpose in this respect to start students "thinking" seriously and intelligently about their educational and vocational plans, and to develop in them a wholesome appreciation for the world of work. Constructive change of plans based on a student's having gained more knowledge of himself should be encouraged.

When students study intensively one occupational area, they will have an opportunity not only to learn the techniques involved in preparing a research paper, but also they will have practice in using these techniques. The skills learned will be of immeasurable value to them as they are assigned similar tasks in the senior high school.

Americans are proud of their free enterprise system, and passing along this pride in our cultural heritage is a natural objective in a subject like Social Studies 5 dealing with vocations and the means of entering them. The knowledge of the economic system in which the student will some day be a participant will do much to explain many of the complexities involved.

Since for many ninth graders there is a great desire to have jobs other than babysitting and mowing lawns, information regarding working laws affecting this age group is of intense interest to them. They also want to know how to get a job, how to act during an interview, and how to succeed on a job. The teacher will find students furnish their own motivation for this unit, and will guide them along the way to understanding the parallel of their part-time jobs to their entering the world of work on a full-time basis.

In summary, then, it can be said that Social Studies 5 is the portion of the Lansing Public Schools' social studies curriculum which deals with the student as an individual. It is the individual for whom you will be concerned as the testing program is administered, the tentative educational programs are made, occupations are explored, and the world of work which he will enter is studied. Ahead of you can be one of the most challenging and gratifying teaching experiences in your career.

OBJECTIVES FOR SOCIAL STUDIES 5

To help students keep abreast of the current developments in the world about them.

To help each student discover his interests and aptitudes, to understand his academic achievements and personality, and to recognize factors motivating his choice of a vocation.

To survey fields of work in order to discover interests, abilities, and personality traits required.

To plan a tentative educational program based on the individual student's interests, aptitudes, personality, and his educational and vocational goals.

To study intensively an occupation of the student's own choosing, during which time the student is also learning techniques for preparing a research paper.

To develop an understanding and appreciation of the American system of free enterprise.

Learning Experiences For Developing Fundamental Skills

- Absorbing facts to use in logical reasoning
- Critical thinking
- Construction of a bibliography
- Developing attitudes toward and an understanding of taking standardized tests
- Interviewing
- Listening skills
- Oral and written expression
- Outlining
- Participating in panel discussions
- Planning and its importance
- Reading for understanding
- Reading of graphs
- Research
- Socialized discussion
- Spelling
- Understanding of percentile ranking
- Use of community resources
- Use of library resources
- Vocabulary building

Typical Activities

- Proper motivation for standardized tests
- Taking standardized tests
- Keeping a student file on standardized tests and educational plans
- Constructing a profile sheet
- Writing an autobiography
- Planning a senior high school tentative program
- Teacher-student planning
- Teacher-parent conferences
- Survey of the fields of work
- Career days using resource persons
- Interviews
- Panel discussions
- Preparation of a research paper
- Group dynamics - Interviewing Conduct on the Job
- Writing letters of application
- Films
- Bulletin boards
- Development of a file of vocational and educational materials
- Maps, charts, and graphs
- Radio and television
- Study of current events
    - Use of the newspaper
    - Current affairs paper
    - Periodicals
- Wide reading, making special use of school library facilities
- Class discussion and drill
- Oral reports
- Notebook activity:
    - Class notes
    - Current events
    - Film summaries
    - Outlines
    - Vocabulary

*Source: (14, pp. 54-57)

APPENDIX E

Summary Statement of Purposes and Objectives of Social Studies 6

Lansing Public Schools *

INTRODUCTION

The teacher of Social Studies 6 has before him the important and challenging task of preparing the students of Lansing to become active and intelligently informed members of our democratic society. An appreciation of the American heritage of self-government, an understanding of the mechanics of our governmental units, and an awareness of community, national and global problems should create in the student the desire to become an active participant in civic affairs and emphasize the fact that with citizenship comes many privileges and responsibilities.

Since the subject American Government, required of all students in the 12th grade in Lansing senior high schools, deals with a detailed description of the machinery and services of government, especially on the state and national levels, it is felt that the grade 9 Community Civics should stress the community, its government, history, and problems. The government which affects the person most frequently in his daily living is that of his community. Every time he takes a drink of water, calls the fire department, pays a traffic fine or sends his children to school, he is in direct contact with local government. Yet, the structure of the government with which he is least familiar is that of his local government. Lansing has a most interesting history, yet, there are few who know of the Biddle City swindle or of the intrigues involved in locating the capitol in Lansing. Such problems as health, protection, recreation, and education may change in scope and intensity with the passing years but they always face the community and can only be met and solved by the informed and intelligent action of the citizens.

Since democracy's survival depends upon a well-informed and active electorate, time is taken to discuss political parties, campaigns, and voting. In addition, the student is given an introduction to the structure and functions of the government of Michigan. An appreciation of and respect for our federal constitution, which proclaims government of and by the people, and a brief description of the national government as described in the Constitution will follow. Because our government is growing and changing, time is allowed for the discussion of the social, economic, and political problems of our times.

With the close of the social studies in grade nine, the student of the Lansing Public Schools will have studied himself, started his educational planning, gained a knowledge of the world of work, and an appreciation of the American system of free enterprise and, finally, has become aware of the importance of his role as a citizen of the United States.

OBJECTIVES FOR SOCIAL STUDIES 6

To acquaint students of Lansing with current developments of the community, state, nation, and the world.

To acquaint students of Lansing with the history, government, education, resources and problems of their communities.

To acquaint students of Lansing with the purposes and procedures involved in elections in the United States.

To acquaint students of Lansing with the structure and functions of the government of Michigan.

To acquaint students of Lansing with the structure and functions of the government of the United States.

To acquaint students of Lansing with the methods and problems of financing all governmental units.

To acquaint students of Lansing with the social, economic, and political problems of their generation.

LEARNING EXPERIENCES
FOR
DEVELOPING FUNDAMENTAL SKILLS

- Absorbing facts to use in logical reasoning
- Critical thinking
- Listening skills
- Note taking
- Oral and written expression
- Outlining
- Panel discussion participation
- Reading for understanding
- Research
- Socialized discussion
- Spelling
- Use of community resources
- Use of library resources
- Vocabulary building

TYPICAL ACTIVITIES

- Class discussion
- Drill
- Notebook
  - Class notes
  - Current events
  - Film summaries
  - Outlines
  - Vocabulary
- Individual written and oral reports
- Teacher-student planning
- Community surveys
  - (Typical outline, Text:Page 74)
- Panel discussions
- Debates
- Group dynamics
  - Mock elections
  - Trials
  - Council meetings
  - Socio-dramas, etc.
- Field trips
- Resource persons
- Films
- Radio and television
- Bulletin boards
- Maps and charts
- Development of a file of civic materials for classroom use
- Study of current events
  - Use of newspaper
  - Current affairs paper
  - Periodicals
  - Radio and television
- Evaluation
  - Unit tests
  - Marking of various projects
  - Citizenship participation
  - Student self-evaluation

* (14, pp. 108-110)

APPENDIX F

Name ____________________

Date ____________________

School ____________________

QUESTIONNAIRE ON SOCIAL QUESTIONS

IN THIS BOOKLET THERE WILL BE SEVERAL DIFFERENT SECTIONS, EACH WITH DIFFERENT DIRECTIONS. PLEASE FOLLOW THE DIRECTIONS CAREFULLY.

This is a section on what people think about a number of social questions. The best answer to each statement below is your personal opinion. We have tried to cover many different points of view. You may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others. Whether you agree or disagree with any statement, you can be sure that many other people feel the same way you do.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write in +1, +2, or +3; or -1, -2, or -3 depending on how you feel in each case.

+1: I AGREE A LITTLE
+2: I AGREE PRETTY MUCH
+3: I AGREE VERY MUCH

-1: I DISAGREE A LITTLE
-2: I DISAGREE PRETTY MUCH
-3: I DISAGREE VERY MUCH

_____ 1. Human nature being what it is, there will always be war and conflict.

_____ 2. Obedience and respect for authority are the most important virtures children should learn.

_____ 3. Generally speaking, Negroes are born with more musical talent than white people.

_____ 4. It is up to the government to make sure that everyone has a secure job and a good standard of living.

_____ 5. No weakness or difficulty can hold us back if we have enough will power.

_____ 6. Farmers are more self-sufficient than city people.

_____ 7. Science has its place, but there are many important things that can never possibly be understood by the human mind.

_____ 8. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

_____ 9. City people are less friendly than small town people.

_____ 10. The government should own and operate all public utilities (railroads, gas, electricity, etc.).

_____ 11. Usually it is not practical for all members of a group to take an equal interest and share in the activities of the group.

_____ 12. City people are more radical than country people.

_____ 13. Almost any job that can be done by a committee can be done better by having one individual responsible for it.

Go on to the next page.

+1:	I AGREE A LITTLE	-1:	I DISAGREE A LITTLE
+2:	I AGREE PRETTY MUCH	-2:	I DISAGREE PRETTY MUCH
+3:	I AGREE VERY MUCH	-3:	I DISAGREE VERY MUCH

_____ 14. Most labor union officials are the sons of immigrants.

_____ 15. Men like Henry Ford or J.P. Morgan, who overcame all competition on the road to success, are models for all young men to admire and imitate.

_____ 16. In case of disagreement within a group the judgment of the leader should be final.

_____ 17. Most of the Mexicans in Lansing came from poor farm families.

_____ 18. The only way to eliminate poverty is to make certain basic changes in our political and economic system.

_____ 19. You can recognize a New Yorker by his aggressive manner.

_____ 20. The best means for judging any technique for dealing with other people is in terms of how efficiently it will get the job done.

_____ 21. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.

_____ 22. There are often occasions when an individual who is a part of a working group should do what he thinks is right regardless of what the group has decided to do.

_____ 23. Southerners are generally lazy.

_____ 24. In a new tax program it is essential not to reduce the income taxes on corporations and wealthy individuals.

_____ 25. In most practical situations, the more experienced members of a group should assume responsibility for the group discussion.

_____ 26. In general, full economic security is bad; most men wouldn't work if they didn't need money for eating and living.

_____ 27. Most Midwesterners are opposed to U.S. involvement in international affairs.

_____ 28. Sometimes one can be too open-minded about the possible solutions to a problem that faces a group.

_____ 29. There should be some upper limit, such as $25,000 per year, on how much any individual can earn.

Go on to next page

+1: I AGREE A LITTLE	-1: I DISAGREE A LITTLE
+2: I AGREE PRETTY MUCH	-2: I DISAGREE PRETTY MUCH
+3: I AGREE VERY MUCH	-3: I DISAGREE VERY MUCH

_____ 30. In a group that really wants to get something done, the leader should exercise friendly but firm authority.

_____ 31. The true American way of life is disappearing so fast that force may be necessary to preserve it.

_____ 32. Discipline should be the responsibility of the leader of a group.

_____ 33. It is sometimes necessary to use the methods of a dictator to obtain democratic objectives.

_____ 34. Most of the present attempts to curb and limit unions would in the long run do more harm than good.

_____ 35. It is essential for learning or effective work that our teachers or bosses outline in detail what is to be done and exactly how to go about it.

_____ 36. It is not always practical to try to be consistent with one's ideals in everyday behavior.

_____ 37. The businessman and manufacturer are probably more important to society than the artist and the professor.

_____ 38. Fighting to put one's ideals into practice is a luxury that only a few can afford.

_____ 39. Generally there comes a time when democratic group methods must be abandoned in order to solve practical problems.

_____ 40. Some leisure is necessary but it is good hard work that makes life interesting and worthwhile.

_____ 41. In a democratic group, regardless of how one feels, he should not withdraw his support from the group.

_____ 42. When you come right down to it, it's human nature never to do anything without an eye to one's own profit.

_____ 43. Sometimes it is necessary to ignore the views of a few people in order to reach a decision in a group.

_____ 44. I would like to see a child of mine go into politics.

_____ 45. Generally speaking, the less government we have the better off we will be.

_____ 46. When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things.

Stop: Do not go on to the next page until told to do so.

These questions cover many other topics. Indicate whether you agree or disagree with each statement. Circle A if you tend to agree with the statement; circle D if you tend to disagree; circle? if you don't know or cannot make up your mind.

	Agree	Disagree	?
1. The general public is not really qualified to vote on today's complex issues.	A	D	?
2. Only trained and competent people should be permitted to run for public office.	A	D	?
3. People of different races should not dance together.	A	D	?
4. Most people cannot be trusted	A	D	?
5. Allowing just anyone-including uneducated people-to serve on a jury is a poor idea.	A	D	?
6. Swimming pools should admit people of all races and nationalities to swim in the same pool.	A	D	?
7. Since 1890 people's ideas of morality have changed a lot, but there are still some absolute guides to conduct.	A	D	?
8. Decisions to protect the government may have to be made even at the expense of one person.	A	D	?
9. People who talk politics without knowing what they are talking about should be kept quiet.	A	D	?
10. There should be laws against marriage between persons of different races.	A	D	?
11. Nobody cares whether you vote or not except the politicians.	A	D	?
12. Unrestricted freedom of speech leads to mass hysteria.	A	D	?
13. Pressure groups are useful and important features of representative government.	A	D	?

Go on to the next page

	Agree	Disagree	?
14. Hotels are right in refusing to admit people of certain races or nationalities.	A	D	?
15. Sending letters to Congressmen has little influence upon legislation.	A	D	?
16. Nobody cares whether you attend church or not.	A	D	?
17. If a person is uncertain how to vote, it is better if he does not vote.	A	D	?
18. Whether democratic or a dictatorship, every nation has a right to its own kind of government.	A	D	?
19. Pupils of all races and nationalities should attend school together everywhere in this country.	A	D	?
20. People talk a lot about being decent to Negroes and other minority groups, but when it comes right down to it most people don't care how you treat these groups.	A	D	?
21. In passing laws about issues like price controls and taxation, Congress should pay more attention to what the experts say than to what the public says, when they differ.	A	D	?
22. The average citizen is justified in remaining apart from dirty politics that may exist in his community.	A	D	?
23. Democracy depends fundamentally on the existence of free business enterprise.	A	D	?
24. Cheating on income taxes is nobody's business but the government's.	A	D	?
25. Whatever serves the interest of the government best is generally right.	A	D	?

	Agree	Disagree	?
26. What really made Dr. Salk work so hard on the polio vaccine was the thought of the money or fame he would get.	A	D	?
27. Certain groups should not be allowed to hold public meetings even though they gather peaceably and only make speeches.	A	D	?
28. A person who wants to make a speech in my community against churches and religion should be allowed to speak.	A	D	?
29. Gordon Cooper made his name with his two space flights, and the hope of publicity was what really led him to make these flights.	A	D	?
30. In some criminal cases, a trial by jury is an unnecessary expense and shouldn't be given.	A	D	?
31. Persons who refuse to testify against themselves (that is, give evidence that would show that they are guilty of criminal acts) should either be made to talk or severely punished.	A	D	?
32. Some of the petitions which have been circulated should not be allowed by the government.	A	D	?
33. Slum housing is the cause of most juvenile delinquency.	A	D	?
34. In some cases, the police should be allowed to search a person or his home even though they do not have a warrant.	A	D	?
35. A book favoring government ownership of all the railroads and big industries should be removed from the public library if someone in the community suggests this.	A	D	?
36. Lack of education is the cause of most race prejudice.	A	D	?
37. Newspapers and magazines should be allowed to print anything they want except military secrets.	A	D	?

Go on to the next page

		Agree	Disagree	?
38.	Biased news coverage is mainly due to the pressures of advertisers.	A	D	?
39.	If a person is accused of a crime he should always have a right to know who is accusing him.	A	D	?
40.	I would stop buying the soap advertised on a radio program which had an admitted Communist as the singer, if someone suggested this to me.	A	D	?
41.	An admitted Communist should be put in jail.	A	D	?
42.	Popular taste would be raised tremendously if the producers of radio and television had some decent programming.	A	D	?
43.	In some criminal cases, a trial by jury is an unnecessary expense and shouldn't be given.	A	D	?
44.	A book against churches and religion should be removed from the public library if someone in the community suggests this.	A	D	?
45.	Class distinctions would disappear if job opportunities were made more equal.	A	D	?
46.	A community-wide newspaper, radio, and T.V. campaign could really sell the public on the goals of the UN.	A	D	?
47.	A person who wants to make a speech in my community favoring government ownership of the railroads and big industries should be allowed to speak.	A	D	?
48.	The right of some working groups to call a strike should be abolished, as it is a threat to democracy and not in the general interest of society.	A	D	?
49.	A good many local elections aren't important enough to bother with.	A	D	?
50.	It isn't so important to vote when you know your party doesn't have a chance to win.	A	D	?

Stop: Do not go on

Direction: Please place an X in the column that best describes your thinking on each question

I. In general do you think that the individual citizen can do a great deal, only a moderate amount, or hardly anything at all about the following matters?

	A great deal	A moderate amount	Hardly anything
Prevention of war	___	___	___
Reduction of corruption in national government	___	___	___
Reduction of corruption in local government	___	___	___
Improvement of housing	___	___	___
Improvement of race relations	___	___	___

II. How about groups of people or clubs? Can they do a great deal, only a moderate amount, or hardly anything at all about these matters?

	A great deal	A moderate amount	Hardly anything
Prevention of war	___	___	___
Reduction of corruption in national government	___	___	___
Reduction of corruption in local government	___	___	___
Improvement of housing	___	___	___
Improvement of race relations	___	___	___

III. In some democracies there are certain customs or laws which you personally might or might not regard as democratic. Look over the following list and check whether each practice appears thoroughly somewhat undemocratic but tolerable in a democracy or thoroughly undemocratic in your personal opinion:

	This practice seems to me		
	Thoroughly democratic	Undemocratic but tolerable	Thoroughly undemocratic
In Austrailia every citizen is required by law to vote	______	______	______
Until recently in Sweden most babies were automatically registered as members of the Lutheran church, the State religion	______	______	______
Until recently, in Sweden, the amount of alcohol that a person could buy each month was regulated by law.	______	______	______
In France, you must pay for a license in order ot have a radio set in your home.	______	______	______
In the United States all children must be vaccinated against small pox	______	______	______
In Great Britian, under law, doctors no longer collect their fees from patients but bill the government.	______	______	______
In Norway, any Jesuit is prohibited by law from entering the country	______	______	______
In Japan, all school children wear uniforms.	______	______	______
In the United States, one may legally have only one husband or wife at a time.	______	______	______

APPENDIX G

AUTHORITARIANISM SCORE

This score is the sum of the scores of the eleven items below. Subjects responded to these items on a 6-point scale as follows:

+1: I AGREE A LITTLE	-1: I DISAGREE A LITTLE
+2: I AGREE PRETTY MUCH	-2: I DISAGREE PRETTY MUCH
+3: I AGREE VERY MUCH	-3: I DISAGREE VERY MUCH

The sign of the response to the starred item (*) was reversed. The number 4 was than added to each response to avoid negative values. (Occasional unanswered items were scored as 4.) Whenever the respondent had written in two numbers, the first was used. When large blocks of questions had been left unanswered, the score was called YY unascertainable).

The resulting sum ran from a theoretical low of 11 (least authoritarian) to a theoretical high of 77 (most authoritarian).

Human nature being what it is, there will always be war and conflict.
Obedience and respect for authority are the most important virtues children should learn.
No weakness or difficulty can hold us back if we have enough will power.
Science has its place, but there are many important things that can never possibly be understood by the human mind.
Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.
What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.
It is essential for learning or effective work that our teachers or bosses outline in detail what is to be done and exactly how to go about it.
Some leisure is necessary, but it is good, hard work that makes life interesting and worthwhile.
When you come right down to it, it's human nature never to do anything without an eye to one's own profit.
*Generally speaking, the less government we have the better off we will be.
When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things.

DEMOCRACY SCORE

This score is the sum of the scores of the fifteen items below. The response categories and the scoring are identical to those described for the authoritarianism score. The sign of the response to the starred item (*) was reversed.

Here the resulting sum ran from a theoretical low of 15 (most democratic) to a theoretical high of 105 (least democratic).

Usually it is not practical for all members of a group to take an equal interest and share in the activities of the group.
Almost any job that can be done by a committee can be done better by having one individual responsible for it.
In case of disagreement within a group the judgment of the leader should be final.
The best means for judging any technique for dealing with other people is in terms of how efficiently it will get the job done.
There are often occasions when an individual who is part of a working group should do what he thinks is right regardless of what the group has decided to do.
In most practical situations, the more experienced members of a group should assume responsibility for the group discussion.
Sometimes one can be too open-minded about the possible solutions to a problem that faces a group.
In a group that really wants to get something done, the leader should exercise friendly but firm authority.
Discipline should be the responsibility of the leader of a group.
It is sometimes necessary to use the methods of a dictator to obtain democratic objectives.
It is not always practical to try to be consistent with one's ideals in everyday behavior.
Fighting to put one's ideals into practice is a luxury that only a few can afford.
Generally there comes a time when democratic group methods must be abandoned in order to solve practical problems.
*In a democratic group, regardless of how one feels, he should not withdraw his support from the group.
Sometimes it is necessary to ignore the views of a few people in order to reach a decision in a group.

POLITICAL-ECONOMIC CONSERVATISM SCORE

This score is the sum of the scores of the ten items below. The response categories and scoring are identical to those described for the authoritarianism score. The signs of responses to the starred item(*) were reversed.

The resulting sum ran from a theoretical low of 10 (least conservative) to a theoretical high of 70 (most conservative).

*It is up to the government to make sure that everyone has a secure job and a good standard of living.
*The government should own and operate all public utilities (railroad, gas, electricity, etc.)
Men like Henry Ford or J. P. Morgan, who overcame all competition on the road to success, are models for all young men to admire and

imitate.

*The only way to eliminate poverty is to make certain basic changes in our political and economic system.

*In a new tax program it is essential not to reduce the income taxes on corporations and wealthy individuals.

In general, full economic security is bad; most men wouldn't work if they didn't need money for eating and living.

*There should be some upper limit, such as $25,000 per year, on how much any individual can earn.

The true American way of life is disappearing so fast that force may be necessary to preserve it.

*Most of the present attempts to curb and limit unions would in the long run do more harm than good.

The businessman and the manufacturer are probably more important to society than the artist and the professor.

STEREOTYPY SCORE

The score is the sum of the scores of the nine items below. The response categories and scoring are identical to those described for the authoritarianism score.

The resulting sum ran from a theoretical low of 9 (least use of stereotype) to a theoretical high of 63 (greatest use of stereotype).

Generally speaking, Negroes are born with more musical talent than white people.

Farmers are more self-sufficient than city people.

City people are less friendly than small-town people.

City people are more radical than country people.

Most labor union officials are the sons of immigrants.

Most of the Mexicans in Lansing came from poor farm families.

You can recognize a New Yorker by his aggressive manner.

Southerners are generally lazy.

Most Midwesterners are opposed to U. S. involvement in international affairs.

CONSTITUTION SCORE

This score is the sum of weights assigned as indicated to responses to the seven items below. When large blocks of questions were left unanswered, the score was called Y (unascertainable). A score of 10 or higher was called X.

The resulting sum ran from a theoretical low of 0 (pro-Constitution) to a theoretical high of 14 (anti-Constitution).

	Agree	Disagree	?	No answer
The general public is not really qualified to vote on today's complex issues	2	0	1	1

continued.	Agree	Disagree	?	No answer
Allowing just anyone--including uneducated people--to serve on a jury is a poor idea.	2	0	1	1
Decisions to protect the government may have to be made even at the expense of one person.	2	0	1	1
Unrestricted freedom of speech leads to mass hysteria.	2	0	1	1
In passing laws about issues like price controls and taxation, Congress should pay more attention to what the experts say than to what the public says when they differ.	2	0	1	1
Democracy depends fundamentally on the existence of free business enterprise.	2	0	1	1
Whatever serves the interest of the government best is generally right.	2	0	1	1

CIVIL RIGHTS SCORE

This score is the sum of weights assigned as indicated to responses to the five items below. When large blocks of questions were left unanswered, the score was called Y (unascertainable). A score of 10 was called X.

The resulting score ran from a theoretical low of 0 (Least discriminatory) to a theoretical high of 10 (most discriminatory).

	Agree	Disagree	?	No answer
People of different races should not dance together.	2	0	1	1
Swimming pools should admit people of all races and nationalities to swim in the same pool.	0	2	1	1
There should be laws against marriage between persons of different races.	2	0	1	1
Hotels are right to refuse to admit people of certain races or nationalities.	2	0	1	1
Pupils of all races and nationalities should attend school together everywhere in this country.	0	2	1	1

ACTION-APATHY SCORE

This score is the sum of weights assigned as indicated to responses to the items below. Only the first three were used in 1955.

The resulting score ran from a theoretical low of 0 (least apathetic) to a theoretical high of 6 in 1955 or 10 in 1957-58 (most apathetic).

	Agree	Disagree	?	No answer
Sending letters to congressmen has little influence on legislation	2	0	1	1
If a person is uncertain how to vote, it is better if he does not vote.	2	0	1	1
The average citizen is justified in remaining apart from dirty politics that may exist in his community.	2	0	1	1
A good many local elections aren't important enough to bother with.	2	0	1	1
It isn't so important to vote when you know your party doesn't have a chance to win.	2	0	1	1

ANOMIE SCORE

This score is the sum of weights assigned as indicated to responses to the eight items below. When large blocks of questions were left unanswered, the score was called Y (unascertainable). A score of 10 or higher was called X.

The resulting score ran from a theoretical low of 0 (least anomie) to a theoretical high of 16 (most anomie).

	Agree	Disagree	?	No answer
Most people cannot be trusted.	2	0	1	1
Since 1890 people's ideas of morality have changed a lot, but there are still some absolute guides to conduct.	0	2	1	1
Nobody cares whether you vote or not except the politicians.	2	0	1	1
People talk a lot about being decent to Negroes and other minority groups, but when it comes right down to it, most people don't really care how you treat these groups.	2	0	1	1
Cheating on income taxes is nobody's business but the government's.	2	0	1	1

	Agree	Disagree	?	No answer
What really made Dr. Salk work so hard on the polio vaccine was the thought of the money or fame he would get.	2	0	1	1
Gordon Cooper made his fame with two space flights, and the hope of publicity was what really led him to make these flights.	2	0	1	1

CIVIL LIBERTIES "A" SCORE

This score is the sum of weights assigned as indicated to responses to the six items below. When large blocks of questions were left unanswered, the score was called Y. A score of 10 or higher was called X.

The resulting score ran from a theoretical low of 0 (most libertarian) to a theoretical high of 12 (least libertarian).

	Agree	Disagree	?	No answer
Only trained and competent people should be permitted to run for public office.	2	0	1	1
People who talk politics without knowing what they are talking about should be kept quiet.	2	0	1	1
Certain groups should not be allowed to hold public meetings even though they gather peaceably and only make speeches.	2	0	1	1
In some criminal cases, a trial by jury is an unnecessary expense and shouldn't be given.	2	0	1	1
Persons who refuse to testify against themselves (that is give evidence that would show that they are guilty of criminal acts) should either be made to talk or be severely punished.	2	0	1	1
Some of the petitions which have been circulated should not be allowed by the government.	2	0	1	1

CIVIL LIBERTIES "B" SCORE

This score is the sum of weights assigned as indicated to responses to the five items below. When large blocks of questions were left unanswered, the score was called Y. A score of 10 was called X.

The resulting score ran from a theoretical low of 0 (most libertarian) to a theoretical high of 10 (least libertarian).

	Agree	Disagree	?	No answer
In some cases the police should be allowed to search a person or his home even though they do not have a warrant.	2	0	1	1
Newspapers and magazines should be allowed to print anything they want except military secrets.	0	2	1	1
If a person is accused of a crime he should always have the right to know who is accusing him.	0	2	1	1
In some criminal cases, a trial by jury is an unnecessary expense and shouldn't be given.	2	0	1	1
The right of some working groups to call a strike should be abolished, as it is a threat to democracy and not in the general interest of society.	2	0	1	1

ABSOLUTISM SCORE

This score is the sum of weights assigned as indicated to responses to the six items below. When large blocks of questions were left unanswered the score was called Y. A score of 10 or higher was called X.

The resulting score ran from a theoretical low of 0 (least absolutistic) to a theoretical high of 12 (most absolutistic).

	Agree	Disagree	?	No answer
Slum housing is the cause of most juvenile delinquency.	2	0	1	1
Lack of education is the cause of most race prejudice.	2	0	1	1
Biased news coverage is mainly due to the pressure of advertisers.	2	0	1	1
Popular taste would be raised tremendously if the producers of radio and television had some decent programming.	2	0	1	1
Class distinctions would disappear if job opportunities were made more equal.	2	0	1	1
A community-wide newspaper, radio and T.V. campaign could really sell the public on the goals of the UN.	2	0	1	1

TOLERANCE SCORE

To obtain this score, weights were assigned as indicated to responses to the six items below. Their sums were transformed as follows:

15, 14, 11, 10	1
13, 12, 9, 8	2
7, 6, 5, 3, 2,	3
4, 1	4
0	5

If there were more than three "no" answers, responses were scored anyway and double-punched with X. If there was no answer to the entire scale, the score was called Y. A final score of 1 indicated greatest tolerance, and of 5, least tolerance.

	Agree	Disagree	?	No answer
A person who wants to make a speech in my community against churches and religion should be allowed to speak.	1	0	0	0
A book favoring government ownership of all the railroads and big industries should be removed from the public library if someone in the community suggests this.	0	4	0	0
I would stop buying the soap advertised on a radio program that had an admitted Communist as the singer if someone suggested this to me.	0	4	0	0
An admitted Communist should be put in jail.	0	1	0	0
A book against churches and religion should be removed from the public library if someone in the community suggests this.	0	1	0	0
A person who wants to make a speech in my community favoring government ownership of the railroads and big industries should be allowed to speak.	4	0	0	0

INDIVIDUAL POLITICAL POTENCY SCORE

This score is the sum of weights assigned to responses to the question below. The answer "A great deal" is given the weight of 2, "A moderate amount" is weighted as 1, and "Hardly anything" as 0.

The resulting sum ran from a theoretical low of 0 (minimum potency) to a theoretical high of 10 (maximum potency).

If the whole question was omitted, the score was not computed. Unanswered parts of the question were scored 0.

In general, do you think that the individual citizen can do a great deal, only a moderate amount, or hardly anything at all about the following matters?

	A great deal	A moderate amount	Hardly anything
Prevention of war	2	1	0
Reduction of corruption in national government	2	1	0
Reduction of corruption in local government	2	1	0
Improvement of housing	2	1	0
Improvement of race relations	2	1	0

GROUP POLITICAL POTENCY SCORE

This score is the sum of weights assigned to responses to the question below. The answer "A great deal" is given the weight of 2, "A moderate amount" is weighted as 1, and "Hardly anything" as 0.

The resulting sum ran from a theoretical low of 0 (minimum potency) to a theoretical high of 10 (maximum potency).

If the whole question was omitted, the score was not computed. Unanswered parts of the question were scored 0.

How about groups of people, or clubs? Can they do a great deal, only a moderate amount, or hardly anything at all about these matters?

	A great deal	A moderate amount	Hardly anything
Prevention of war	2	1	0
Reduction of corruption in national government	2	1	0
Reduction of corruption in local government	2	1	0
Improvement of housing	2	1	0
Improvement of race relations	2	1	0

ETHNOCENTRIC IMAGE OF DEMOCRACY SCORE

This score is the sum of the weights assigned to responses to the question below.

The resulting sum ran from a theoretical low of 0 (least ethnocentric) to a theoretical high of 9 (most ethnocentric).

If the whole question was omitted, the score was not computed.

	This practice seems to me		
	Thoroughly democratic	Undemocratic but tolerable	Thoroughly undemocratic
In Australia, every citizen is required by law to vote.	0	0	1
Until recently, in Sweden, most babies were automatically registered as members of the Lutheran Church, the state religion.	0	0	1
Until recently, in Sweden, the amount of alcohol that a person could buy each month was regulated by law.	0	0	1
In France, you must pay for a license in order to have a radio set in your home.	0	0	1
In the United States, all children must be vaccinated against smallpox.	0	0	1
In Great Britian, under the law doctors no longer collect their fees from patients but bill the government.	0	0	1
In Norway, any Jesuit is prohibited by law from entering the country.	0	0	1
In Japan, all school children wear uniforms.	0	0	1
In the United States, one may legally have only one husband or wife at a time.	0	0	1

APPENDIX H

BOGARDUS SOCIAL DISTANCE SCALE*

Directions:

1. In this questionnaire we are asking you to indicate your feelings about twenty different nationality or racial groups.

2. You are to consider seven different feelings about each group listed. For each group place an X in the space for each of the seven feelings you agree with. In some columns your feelings allow you to check only one or a few and in other columns your feelings may allow you to check all seven feelings.

3. Please give your first feeling reactions in every case. Give your reactions to each nationality or race as a group. Do not give your reactions to the best or worst members you may have known, but think of the picture or image you have of the whole group.

Feelings

I feel I would agree to:

A. Marriage into my family

B. Membership in my club

C. Live in my neighborhood

D. Employment in my occupation

E. Citizenship in my country

F. As a visitor only to my country

G. Keep out of my country

Nationality or Racial Groups

Americans (U.S. white)
Germans
American Indian
Mexicans
Swedish
Japanese (Americans)
Mexicans (Americans)
English
Poles
Russians
Canadians
Italians
Chinese
Indians (from India)
Irish
Jews
Japanese
French
Greeks
Negroes

---

*As adapted from (3) and (37).

The questionnaire actually employed is not reproduced here, only the content contained therein.

APPENDIX I

Name______________________________

School____________________________

STUDENT EVALUATION QUESTIONNAIRE

DIRECTIONS: Please think about the work you have had in 9th grade social studies all this year--September through June (this semester and last semester) in answering the questions in this booklet.

1. In Lansing all 9th grade students are required to take social studies. If this course you had this year were not required, would you choose to take the course as an elective subject?

   YES_________

   NO _________

   In the space below please tell us why you checked "yes" or "no" above.

2. Did you find the materials used in this course this year interesting to you? Please check the appropriate column below.

	YES	NO	NONE
Films	______	______	______
Guest Speakers	______	______	______
Textbook	______	______	______
Readings other than textbook	______	______	______
Tapes	______	______	______
Records	______	______	______
Teacher Lectures	______	______	______
Field Trips	______	______	______
Class Discussions	______	______	______
________________	______	______	______
________________	______	______	______

Please tell us why you checked "yes" or "no" in the above items. Use the back of this sheet if you need to.

3. In our society every person spends a lot of time while growing up thinking about the work they will do for their life's work. Did your work this year in any way help you with this problem?

YES___________

NO ___________

In the space below please tell us why you answered "yes" or "no" above.

4. Do you feel that 9th grade social studies has helped you to better understand why people behave the way they do?

YES__________

NO__________

Please tell us, in the space below, why you checked "yes" or "no" above.

5. Do you feel that 9th grade social studies will help you to be a better citizen?

YES___________

NO___________

In the space below, please tell us why you checked "yes" or "no" above.

APPENDIX J

Name________________________________

Date________________________________

School______________________________

SOCIAL STUDIES TEST

DIRECTIONS: Below are some True-False questions. They test how much you already know about social studies. Some you will know --those that you do know encircle (T) or (F) as the case may be. Some you will not know--with these encircle the (?). This is not a test, you will not be graded, and your teacher will not be given the results.

T F ? 1. The United States is located in the western hemisphere.

T F ? 2. Abraham Lincoln was the 16th president of the United States.

T F ? 3. Social studies includes only the study of history.

T F ? 4. All of us live our lives within groups from the moment we are born to the moment we die.

T F ? 5. A social group exists whenever more than two people get together.

T F ? 6. The family is one of the most important social groups because it transmits the culture from one generation to another.

T F ? 7. The Indians were the first true Americans.

T F ? 8. Social science is concerned with asking and finding out why people do what they do.

T F ? 9. If you understand your role you will know what people generally expect of you.

T F ? 10. A status is a position held in a group, while a role is the behavior expected for that status.

T F ? 11. A primary social group of major importance is the family.

T F ? 12. The Constitution of the United States is the plan by which our federal government operates.

T F ? 13. Culture as defined by social science is important to people for it tells them what to do, how to feel, and what to think in many situations.

T F ? 14. In our society there are some persons who have no role to play.

T F ? 15. A norm is a rule or standard of group behavior.

T F ? 16. All societies recognize divorce, but no society approves of it.

T F ? 17 Society consists of people; culture is their "blueprint" for living.

T F ? 18. The Indians in the United States are being slowly assimilated into American culture.

T F ? 19. Some societies do not distinguish between high and low status.

T F ? 20. Children absolutely need other people in growing up to develop qualities that we distinguish as human.

T F ? 21. Until Helen Keller learned to use language she seemed to behave like a non-human animal.

T F ? 22. The social scientist uses the word culture to refer primarily to things like symphony music, art galleries, opera, and museums.

T F ? 23. The occupation that a person has in a society is just one role that he plays.

T F ? 24. The social scientist uses the word culture to describe the total way of life of a group of people.

T F ? 25. Man is considered unique among animals because only he can create symbols.

T F ? 26. The longest river in the United States is the Mississippi.

T F ? 27. People are not born with culture--they learn their culture.

T F ? 28. The population of the United States now numbers over 180 million persons.

T F ? 29. In a culture all people believe in the same values.

T F ? 30. To believe that Chinese are lazy is a good example of stereotyped thinking.

T. F. ? 31. Because we believe strongly in monogamy in our culture we have laws covering bigamy.

T F ? 32. Statuses and roles help us to live with other people because we understand what our relations to others will be.

T F ? 33. The term "brother" or "sister" in our culture may mean something quite different in another culture.

T F ? 34. Every society is marked off into different kinds of statuses or positions.

T F ? 35. Archaeology and sociology are two of the social sciences.

T F ? 36. The United Nations has the power to prevent war anywhere in the world.

T F ? 37. In cultures having clans, it is found that the clan members are very close to each other and interact with fellow clan members regularly.

T F ? 38. A Texan bragging about the state of Texas is an excellent example of ethnocentrism.

T F ? 39. Government is basicly a matter of deciding who will be given authority to make decisions and how the authority once given will be checked.

T F ? 40. Your self concept is arrived at by evaluating what you imagine other people's judgments of you are.

T F ? 41. Every person in certain respects is like all other men, in other respects like some other men, and in some ways like no other man.

T F ? 42. To label one society as "civilized" and another as "primitive" involves the use of values.

T F ? 43. The socialization process does not begin until the child goes to school.

T F ? 44. Social scientists have found that the behavior of people in our society is controlled entirely by laws passed by government.

T F ? 45. Ideas or beliefs which people judge to be important in a society are called values.

T F ? 46. People tend to see only those things around them that they have words for.

T F ? 47. Economics involves the ways in which people meet their material needs such as food, clothing, and shelter.

T F ? 48. A social group is made up of many roles and statuses.

T F ? 49. The racial group that a person belongs to can be determined by the color of his skin.

T F ? 50. Health, cleanliness, success are examples of three values in our society.

APPENDIX K

Name______________________________

Date______________________________

School____________________________

STUDENT QUESTIONNAIRE

ON THE FOLLOWING PAGES PLEASE ANSWER THE QUESTIONS
MAKING SURE YOU DO NOT SKIP ANY

DIRECTIONS: Fill in as completely as possible

NAME________________ ________________ ADDRESS________________
(last) (first) (Middle) (street & no.) (City)

PHONE______

AGE________________________ AGE NOW________
(Date of Birth: Mo, Day, Year)

FATHER'S OCCUPATION:________________ ______________________
(where does he work) (what job does he do there)

MOTHER'S OCCUPATION:________________ ______________________
(where does she work) (what job does she do there)

Note: If she does not have a job outside of the home, write in housewife.

FAMILY______________________ ________________ ________________
(Number of brothers & sisters) (Number of sisters) (No. of brothers)

____
(Number of brothers & sisters living at home)

PARENTS EDUCATION______________________ ______________________
(grade of school completed by father) (grade of school completed by mother)

DO NOT GO ON UNTIL TOLD TO DO SO

There are 20 numbered spaces on this sheet. Just write 20 different things about yourself in the spaces. Don't worry about how important they are or the order you put them in. Just write the first twenty answers you think of to the question: "WHO AM I?"

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

11. ____________________

12. ____________________

13. ____________________

14. ____________________

15. ____________________

16. ____________________

17. ____________________

18. ____________________

19. ____________________

20. ____________________

DO NOT GO ON UNTIL TOLD TO DO SO

Circle the letter in front of the statement which best answers each question. Circle only one answer in each question.

1. How do you rate yourself in school ability compared with your close friends?

    a. I am the best
    b. I am above average
    c. I am average
    d. I am below average
    e. I am the poorest

2. How do you rate yourself in school ability compared with those in your class at school?

    a. I am among the best
    b. I am above average
    c. I am average
    d. I am below average
    e. I am among the poorest

3. Where do you think you would rank in your class in senior high school?

    a. among the best
    b. above the average
    c. average
    d. below average
    e. among the poorest

4. Do you think you have the ability to complete college?

    a. yes, definitely
    b. yes, probably
    c. not sure either way
    d. probably not
    e. no

5. Where do you think you would rank in your class in college?

    a. among the best
    b. above average
    c. average
    d. below average
    e. among the poorest

Go to the next page.

6. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think it is that you could complete such advanced work?

   a. very likely
   b. somewhat likely
   c. not sure either way
   d. unlikely
   e. most unlikely

7. Forget for a moment how others grade your work. In your own opinion how good do you think your work is?

   a. my work is excellent
   b. my work is good
   c. my work is average
   d. my work is below average
   e. my work is much below average

8. What kind of grades do you think you are capable of getting?

   a. mostly A's
   b. mostly B's
   c. mostly C's
   d. mostly D's
   e. mostly E's

DO NOT GO ON UNTIL TOLD TO DO SO

1. We would like to know how well you like four school subjects--English, Mathematics, Science, and Social Studies. Please indicate how well you like these subjects by putting "1" after the subject you like best; "2" after the subject you like second best; "3" after the subject you like third best; and "4" after the subject you like the least.

English ________

Mathematics ________

Science ________

Social Studies ________

2. Now we would like you to tell us how important the grades you get in these different subjects are. Put "1" after the subject where the grade is most important; put "2" after the subject where the grade is second in importance to you; put "3" after the subject where the grade is third in importance; and "4" after the subject where the grade is of least importance to you.

English ________

Mathematics ________

Science ________

Social Studies ________

THANK YOU FOR YOUR COOPERATION

APPENDIX L

Name:____________________________

Date:____________________________

School:__________________________

OPINION QUESTIONNAIRE ON JOBS

THIS SET OF QUESTIONS CONCERNS YOUR INTEREST IN DIFFERENT KINDS OF JOBS. THERE ARE EIGHT QUESTIONS. EACH ONE ASKS YOU TO CHOOSE ONE JOB OUT OF TEN PRESENTED.

BE SURE YOUR NAME IS ON THE TOP OF THIS PAGE.

READ EACH QUESTION CAREFULLY. THEY ARE ALL DIFFERENT.

ANSWER EACH ONE THE BEST YOU CAN. DON'T OMIT ANY.

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

1.1_______Lawyer
1.2_______Welfare worker for a city government
1.3_______United States representative in Congress
1.4_______Corporal in the Army
1.5_______United States Supreme Court Justice
1.6_______Night watchman
1.7_______Policeman
1.8_______Sociologist
1.9_______County agricultural agent
1.10______Filling station attendant

Question 2. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

2.1_______Member of the board of directors of a large corporation
2.2_______Undertaker
2.3_______Banker
2.4_______Machine operator in a factory
2.5_______Physician (doctor)
2.6_______Clothes presser in a laundry
2.7_______Accountant for a large business
2.8_______Railroad conductor
2.9_______Railroad engineer
2.10______Singer in a night club

Question 3. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

3.1_______Nuclear physicist
3.2_______Reporter for a daily newspaper
3.3_______County judge
3.4_______Barber
3.5_______State governor
3.6_______Soda fountain clerk
3.7_______Biologist
3.8_______Mail carrier
3.9_______Official of an international labor union
3.10______Farm Hand

Go on to the next page

Question 4. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

4.1______Psychologist
4.2______Manager of a small store in a city
4.3______Head of a department in state government
4.4______Clerk in a store
4.5______Cabinet member in the federal government
4.6______Janitor
4.7______Musician in a symphony orchestra
4.8______Carpenter
4.9______Radio announcer
4.10_____Coal miner

Question 5. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

5.1______Civil engineer
5.2______Bookkeeper
5.3______Minister or Priest
5.4______Streetcar motorman or city bus driver
5.5______Diplomat in the United States Foreign Service
5.6______Share cropper (one who owns no livestock or farm machinery, and does not manage the farm)
5.7______Author of novels
5.8______Plumber
5.9______Newspaper columnist
5.10_____Taxi driver

Question 6. Of the jobs listed in this question, which ONE WOULD you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

6.1______Airline pilot
6.2______Insurance agent
6.3______Architect
6.4______Milk route man
6.5______Mayor of a large city
6.6______Garbage collector
6.7______Captain in the army
6.8______Garage mechanic
6.9______Owner-operator of a printing shop
6.10_____Railroad section hand

Go to the next page.

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

7.1______Artist who paints pictures that are exhibited in galleries
7.2______Traveling salesman for a wholesale concern
7.3______Chemist
7.4______Truck driver
7.5______College professor
7.6______Street sweeper
7.7______Building contractor
7.8______Local official of a labor union
7.9______Electrician
7.10_____Restaurant waiter

Question 8. Of the jobs listed in this question which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY OF them you wished?

8.1______Owner of a factory that employs about 100 people
8.2______Playground director
8.3______Dentist
8.4______Lumberjack
8.5______Scientist
8.6______Shoeshiner
8.7______Public school teacher
8.8______Owner-operator of a lunch stand
8.9______Trained machinist
8.10_____Dock worker

THANK YOU FOR YOUR COOPERATION

APPENDIX M

CHANGES IN OPINIONS AND ATTITUDES IN STUDENTS IN THE EXPERIMENTAL AND CONVENTIONAL GROUPS: TESTS OF SIGNIFICANCE

As previously indicated, judgments about the individual and comparative effectiveness of the programs studied were not subjected to the traditional tests of significance. In proceeding in this fashion we followed the precident established by Hyman and others (26) and focused upon the direction of change over time as indicated by the instruments employed. The justification for this alternative approach is an involved and admittedly controversial one. Nonetheless, ambiguity is frequently associated with "tests of significance" in studies such as ours considering the methodological limitations of this pilot effort, and for this reason plus the one of limited resources, the decision was to follow Hyman's approach.

Hyman, however, did see fit to provide selected tests of significance relative to the data collected in his studies (26, pp. 381-391). It is appropriate that we quote his reason for this inclusion.

> ... in order that others may assess the Encampment's program by alternative canons of effectiveness, we here summarize a large number of turn-over tables; and in order that they may judge whether the "significance" of the reported differences supports or qualifies the conclusions drawn, we give for each table summarized the probability (obtained by using a test described below) that the observed difference is due to chance (26, p. 381).

In Table M-1 of this appendix we provide similar information following the Hyman approach. In doing so we focus only upon the given program and not upon questions relating to the statistical significance of differences between programs. Thus, the question raised is whether the finding for each program can be accounted for in terms of chance, i.e., the null hypothesis is tested. The format of Table M-1 is based upon the data contained in Table 3 p.30) of this report. Included in this latter table are the percentages of students who improved, remained the same, or worsened, during the year as measured on a given scale. From these data our improvement ratio is calculated on a given scale. From these data our improvement ratio is presented. This ratio has already been discussed in detail; briefly it is a ratio of the total number of students who improved to the total number of students who experienced change during the course of the year and has a theoretical range from 0.0 to 1.0.

Table M-1 included this improvement ratio. It also includes a "probability" column wherein the results of a statistical test of significance are reported. This test may be explained by examining the first scale presented in Table M-1, Civil Liberties "A". Examining the data for the experimental group (X), we see that 26 students improved and 10 worsened during the course of the year. The question then becomes: is the difference between the observed ratio of those who improved to those who changed at all (26/36=.72) and the chance ratio (.50) significant?

The null hypothesis would state that we should expect a worsening effect as frequently as an improvement effect, and the test determines whether or not this is consistant with the fact that 26 of the 36 changes were in the direction of improvement. Thus, an upper-tail probability test is required. For the data presented herein, if a= those who improved, and b= those who worsened, the formula provided by Wallace and Roberts (54, p.433; 26, p.382) for the standard normal variable becomes:

$$K=(a-b-1)/(a+b)^{\frac{1}{2}}$$

In the case of the scale under question we find the probability significant at beyond the .006 level. This result is reported in the final column of Table M-1 headed "Probability." In the most percise fashion the figure in the probability column states ".... the probability that a deviation from .50 in the expected direction as large as the one observed would have occurred had there been no actual change in this direction." With respect to the probability column in Table M-1 it should be pointed out that probabilities as great as .35 are included. It was decided not to stipulate a restricted level of confidence such as .05 or .01 but to provide the actual probabilities within this range to assist the reader.

TABLE M-1. CHANGES IN OPINIONS AND ATTITUDES OF STUDENTS IN THE EXPERIMENTAL AND CONVENTIONAL GROUPS: TESTS OF SIGNIFICANCE*

Scale	Group	Test of Significance	
		Ratio of improved/changed	Probability
Civil Liberties "A"	X	26/36=.72	.006
	C	28/39=.72	.005
Civil Liberties "B"	X	19/34=.56	.305
	C	29/46=.63	.051
Civil Rights	X	18/30=.60	.179
	C	23/38=.60	.127
Tolerance	X	19/29=.66	.067
	C	9/27=.33	....
Constitution	X	21/39=.54	....
	C	29/46=.63	.051
Stereotypy	X	30/43=.70	.007.
	C	30/47=.64	.039
Authoritarian-ism	X	29/38=.76	.001
	C	34/49=.69	.005

TABLE M-1. CONTINUED

Scale	Group	Test of Significance	
		Ratio of improved/changed	Probability**
Political Economic Conservatism	X	25/42=.60	.138
	C	20/44=.46	....
Ethnocentric Image of Democracy	X	23/33=.70	.018
	C	19/39=.49	....
Action-Apathy	X	19/34=.56	.305
	C	20/39=.51	....
Absolutism	X	20/37=.54	....
	C	21/41=.51	....
Individual Political Potency	X	19/37=.51	....
	C	26/45=.58	.281
Group Political Potency	X	21/38=.55	....
	C	22/40=.55	....
Anomie	X	28/38=.74	.003
	C	27/47=.57	.192
Democracy	X	28/41=.68	.015
	C	34/50=.68	.008

*This table draws upon selected data presented in Table 3 (pp.30-2).
** Probabilities greater than .350 are not included in this column

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

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ABSTRACT

This pilot project was concerned with vocational and citizen education in 9th grade social studies in the public schools of Lansing, Michigan. Its objectives included the development of curricular materials designed to provide students with a basic understanding of the nature of human society as a framework for considering the work and citizen roles, the use of such materials and varied pedagogical techniques to bring about change in social attitudes basic to effective citizenship, and the comparison of the current, conventional program to that of the experimental one in order to ascertain any differential merits. The program developed was one in which students were introduced to the world of work and the spheres of the citizen withi the broad context of "man and society". The work role and the citizen role were presented as parts of a universal and collective response of man to shared problem Key concepts such as culture, group, and role were developed as students examined several societies, culminating with U.S. society. Called a "comparative cultures approach", this orientation focused upon social problems shared by all men and upo how socio-cultural factors give rise to similar and dissimilar solutions. The results of the pilot effort were sufficiently promising to warrant the recommendatio that a more comprehensive study be initiated.